DOCUMENT RESUME

ED 237 770 CE 037 814

AUTHOR	Bride, Margaret; Knights, Barry
TITLE	Young People in Transition. Report of the VCM-TEAC Study.
INSTITUTION	Victorian Chamber of Manufactures, Melbourne (Australia).
REPORT NO	ISBN-0-85830-054-0
PUB DATE	81
NOTE	225p.; Report of the Transition Education Advisory Committee.
AVAILABLE FROM	Victorian Chamber of Manufacturs, 370 St. Kilda Road, Melbourne, Australia 3004 ($6.00).
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adolescents; *Career Education; Educational Research; *Education Work Relationship; Employee Attitudes; *Employment Qualifications; Foreign Countries; Job Search Methods; Job Skills; *Manufacturing Industry; Occupational Information; Participant Satisfaction; Questionnaires; Secondary Education; Skills; Teacher Attitudes; Vocational Education; Work Attitudes; *Work Experience Programs
IDENTIFIERS	*Australia

ABSTRACT

The school-to-work transition experienced by young people employed in the manufacturing industry was examined. Personal interviews were conducted with 58 young people, their supervisors and/or employers, and staff of the schools they attended. A consensus of views was found between employers and schools on the relative importance of aims of secondary schooling. Certain skills and attributes were frequently desired by employers and were seen by the young people as important to them in their jobs. Students expected various things of career education and had various degrees of satisfaction with their programs. All three groups recognized that the young people lacked an adequate knowledge about the working environment before they left school. Although most schools offered work experience, only 50 percent of the young people had participated. Employers expected entry workers to have positive attitudes, the ability to adapt and train, initiative, and maturity. Most young people had problems finding jobs to apply for. Employers' selection criteria included attitudes, interests, and general personal attributes. Few manufacturing enterprises had positions available for unskilled young people. (A section with statistical findings groups together results from similar items from the three questionnaires. Appendixes include the questionnaires, case studies, and a glossary.) (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED237770

Young People in Transition

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Victorian Chamber of Manufacturers
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE037814

Report of the VCM · TEAC STUDY — 1981

Young People in Transition

MARGARET BRIDE

o

BARRY KNIGHTS

Report of the VCM·TEAC STUDY—1981

National Library of Australia Card Number and ISBN
ISBN 0 85830 054 0

Copies of this report
are available from:

V.C.M.
370 St. Kilda Road
Melbourne 3004

$6 per copy

4

FOREWORD

We are pleased to present this report on school to work transition. It is the result of an investigation undertaken by two teachers seconded to the Victorian Chamber of Manufactures from the Victorian Education Department under the Transition Education Advisory Committee.

The TEAC programme, supported by both Federal and State Governments, is a valuable initiative in the area of transition education. One of its advantages is the opportunity for greater co-operation and joint action between education and industry as demonstrated by this project.

The report examines the school to work transition experienced by a group of young people employed in manufacturing industry. It attempts to locate friction points in this process and to suggest future directions to overcome these.

The project has implications for all participants in the transition process at a national, state, regional, school and industry level.

Mr. B.H.B. Powell, R.D.,
Director,
Victorian Chamber of Manufactures.

Dr. R. Maddocks,
Chairman,
State Transition Education
Advisory Committee.

YOUNG PEOPLE IN TRANSITION

TABLE OF CONTENTS

PART 1 : THE STUDY PAGE

1. PREFACE VIII
2. RATIONALE FOR THE STUDY : PROBLEMS EXAMINED AND AREAS INVESTIGATED 2
3. CONTEXT OF RECOMMENDATIONS 4
4. RECOMMENDATIONS 5
5. METHOD 9
6. PARAMETERS AND QUALIFICATIONS 19
7. LITERATURE REVIEW 21

PART 11 : FINDINGS

1. SUMMARY OF FINDINGS 23
2. EDUCATIONAL GOALS AND PRIORITIES 28
3. TRANSFERABLE SKILLS, ATTRIBUTES AND PERSONAL RESOURCES 31
4. CAREER EDUCATION 37
5. INDUSTRY KNOWLEDGE 45
6. WORK EXPERIENCE 51
7. EMPLOYER EXPECTATIONS 54
8. JOB SEEKING 58
9. SELECTION 63

PART 11 : FINDINGS (CONTD.) PAGE

10. INDUCTION 73
11. JOBS FOR YOUNG PEOPLE AND PROSPECTS FOR THE FUTURE 75
12. JOB SATISFACTION 87
13. CONCLUSION 92

PART 111 : STATISTICAL FINDINGS 98

APPENDIX

A. QUESTIONNAIRE 148
B. CASE STUDIES 198
C. GLOSSARY OF TERMS 203

BIBLIOGRAPHY 209

The Project Officers accept full responsibility for this report and the recommendations which have been made. Responsibility does not rest with VCM, TEAC or the Education Department.

ACKNOWLEDGMENTS

The Project Officers acknowledge the assistance so freely given to them by the 58 young people, 42 companies and 47 schools who were involved in the study. In each of the companies and each of the schools a number of individuals made available their time and ideas. In the interests of anonymity it is not possible to name any of the young people, companies or schools.

Throughout the year, staff of the Victorian Chamber of Manufactures have offered invaluable help in the study. Member companies also assisted in a range of ways.

Mr. Brian Powell, Director of VCM, was largely responsible for initiating the VCM/TEAC Project and his enthusiasm has been a support throughout the year.

A Steering Committee comprising representatives from the Education Department, Victorian Institute of Secondary Education, the Transition Education Advisory Committee and the Victorian Chamber of Manufactures gave valuable advice and practical assistance throughout the study. This support was of great value to the project. Throughout the study two people chaired the Committee and took responsibility for the supervision of the project. Initially Mr. Alan Cahill and then Ms. Janine Crow fulfilled this valuable role. The Project Officers are most grateful for this assistance.

PART I : THE STUDY

1. PREFACE

Currently there is widespread interest in the relationship between education and adult life, particularly the young person's transition from school into employment. This interest is evident in government policy, employer response to education and curriculum development in schools.

It is important that the interest which is being shown translates into action which will be most beneficial to young people in schools and employment. In order for this to happen, government, employer and school responses must be more than shortsighted expedient reactions to existing social and economic circumstances. Rather they should be the result of a considered process, including all parties in the search for viable approaches and long term solutions.

This process requires data about the experience which young people have in moving from school to work. The Victorian Chamber of Manufactures - Transition Education Advisory Committee project, is a result of the Chamber's increasing interest in education and a commitment to seeking information and establishing machinery for employer-school consultation and industry contribution to education, especially at the secondary level.

This document is a report of an investigation of the school to work transition experience of a group of young people employed in manufacturing industry. The investigation was carried out by two project officers seconded to VCM from the Education Department.

GUIDING PRINCIPLES

In undertaking this investigation and in framing the recommendations, in particular, the project officers were influenced by the following principles.

- That education is a continuing process, owned by all members of society, in which schools and industry both have responsibility for education and training.
- That the transition of young people from school to work should be recognised as a joint responsibility of schools and industry.
- That the personal and career development of the individual is a complex process involving family, school and other social influences.
- That schools are an important factor in the transition process and that improving school programmes will assist in improving the transition experience for young people.

2. RATIONALE FOR THE STUDY

Problems Examined and Areas Investigated

One reason for the current study is the fairly widely spread opinion in the community, and especially among employers, teachers, officers in Educational Programmes for Unemployed Youth (EPUY) and Community Youth Support Schemes (CYSS) and young people themselves, that for a number of young people the transition from school to work is not a smooth one. This problem was addressed in the planning of this investigation.

A problem seen by the two project officers and shared by all groups is the lack of information about the school to work transition experiences of young people available to schools and employers. A major commitment of this study is the provision of information about individual experiences which is contemporary, thorough and specific.

A particularly important component of the rationale is the need for the transition experience of each individual to be examined from more than one viewpoint. This allows a comparison of views and a more accurate record of the process.

In designing this investigation, the project officers felt that the unique opportunity which it provided was the chance to explore the initial employment experience of the young person, from both the employer's and employee's view, and to extend that exploration to the employee's previous school experience.

It is also fairly regularly suggested by both employers and teachers, that misunderstanding and lack of awareness of each other's situation is often responsible for the difficult transition experiences of young people. It is also seen as an important barrier to collaboration between the two groups.

It cannot be overstressed that a central element of the rationale of this study is an attempt to generate specific data about school to work transition which can be used to test the many generalised assumptions, opinions and criticisms of schools, schooling and students often attributed to employers and the generalised assumptions about employers frequently attributed to teachers.

There were several other factors which the two project officers wanted to investigate in this study.

Recent attempts have been made to define those skills, attributes and personal resources which are relevant for a wide range of life situations including employment. The definition of such "transferable skills" would allow, amongst other things, for schools, in their curriculum planning, to meet their major responsibility of general education through fostering the skills, attributes and personal resources which have practical application in life situations. This study attempted to locate any such transferable skills in its area of investigation.

There will always be discussion as to the relevance of what is offered to students through the curriculum of schools. A recent study by the Australian Schools Commission, "Schooling for Fifteen and Sixteen Year Olds" indicates that the traditional school curriculum has failed to meet the needs of many students in schools. Employer opinion in areas such as manufacturing industry, supports the Commission's findings that there is an over emphasis on the demands of tertiary education in secondary schools. This study attempted to investigate the relevance of aspects of the school experience of the young people in the sample.

The study was designed also to investigate the existing level of involvement of industry and employers in schools and education, as well as the level of preparedness amongst this group to become involved. It also sought to examine the nature of responsibility being taken by employers for the training of young people in their organisations.

Although those responsible for the investigation are inclined to accept that there is too little co-operative action between employers and teachers, the testing of this assumption was an important aspect in the design of the study.

The Victorian Chamber of Manufactures, in initiating the project, was concerned with what it sees as the poor image of the manufacturing sector of industry, particularly as a place of employment for young people. The study was designed to investigate this issue.

3. CONTEXT OF RECOMMENDATIONS

The recommendations in this report take the guiding principle of shared responsibility for transition as their starting point. Collaboration between schools, parents and the wider community, including industry, is necessary to identify the problems in transition and to plan and implement strategies for change. These recommendations are framed as a direct response to the investigation of the problems of young people in transition.

The recommendations are framed in order to:

- Assist the production of a coherently stated rationale for transition education at the State level.
- Ensure the allocation of educational resources at regional and school level to implement curriculum initiatives.
- Establish a regional structure for joint action between industry and education.
- Facilitate the contribution of industry to education especially at the secondary level.
- Encourage an interchange system for education and industry personnel.

Action is required at a number of levels including Federal and State Government, Education Department, employer organisations, industrial companies, education regions, and schools. Each recommendation is framed to indicate where responsibility for action lies.

Currently much of the goodwill, resources and energy of industry is dissipated because there are inadequate channels for communication between education and industry. A critical result is the feeling of many people in industry that they are shut out of schools and educational decision making. Both education and industry must work together to ensure effective communication. There is a need for industry to develop policy, procedural guidelines and strategies of action for involvement in education. This is required at the level of individual companies and employer organisations.

4. RECOMMENDATIONS

1. That the Education Department develop a policy and establish procedural guidelines on transition education for use by education regions in their programme planning and by school communities in their curriculum development.

   Whilst it is imperative that individual school communities develop their own responses to transition, policy direction from education authorities is also essential.

   These guidelines could be developed by a group nominated by the Director General in consultation with the Victorian Institute of Secondary Education and the Victorian Transition Education Advisory Committee. The group should include representatives from industry, parents and education.

2. That the Education Department establish criteria for staffing of schools and the provision of adequate resources to allow all government schools to meet the transition needs of all students. Particular consideration should be given to the provision of staff with the expertise to facilitate curriculum development and to provide career education including work experience.

   Currently there are serious shortfalls in the number of staff and the quality of resources available to schools to facilitate curriculum revision, and to provide adequate career education, work experience and transition education programmes.

3. That the Regional Director of Education form a Work Education Committee, responsible to the Regional Council with equal representation from industry (including employers and employees), education (including class room and career teachers) and the general community (including parents and young ex-students), to ensure that a collaborative approach be taken to transition education within the region.

4. That each of the Regional Work Education Committees have a full time Executive Officer responsible for co-ordinating work between schools and between the groups represented on the Committee.

5. That the Education Department establish a personnel interchange system to enable teachers to undertake a period of industrial experience in order to update their knowledge of industry and to enable people from industry to update their knowledge of schools.

One of the major obstacles to collective goal setting and collaborative effort is the inability of people in industry and people in schools to understand the demands of each other's situation. This obstacle could be reduced if teachers and people from industry could gain up-to-date personal experience of the school and industry environment through an interchange system.

It is suggested that, in order to overcome problems associated with the immediate release of a large number of classroom teachers, this system be staged in the following manner :

Step 1
An exchange of non-teaching administrative and curriculum support personnel with people in management positions in industry for short periods of time.

Step 2
The increased use of the leave of absence without pay provision in order to give priority to teacher experience in industry.

Step 3
The giving of priority to short term exchange programmes e.g. 25 people for 1 month in 1982.

Step 4
The provision of longer periods of exchange for selected teaching personnel and selected industry personnel.

6. That the Education Department, through direction to school councils, encourage schools to subject their curriculum to ongoing systematic review to ensure that it is relevant to the needs of all students in transition from school to adult life.

This process should involve the total school community (principal, staff, parents, students, young ex-students, employers and general community).

This recommendation supports the principles of school based curriculum development and local autonomy, which are necessary if devolution of responsibility is to occur as suggested in government policy on the restructure of education. It is also in line with the recent Ministerial directive to schools, which gives an important role to school councils in policy formulations.

7. That employer organisations and industry associations endeavour to assist in the implementation of the recommendations relating to the formation of Work Education Committees, the establishment of a personnel interchange system, the involvement of employers in curriculum discussion and the development of individual company policy.

8. That the Victorian Chamber of Manufactures continue its active involvement with education by :

- establishing a process within the Chamber itself to examine and respond to educational issues, particularly those related to secondary education.
- developing and supporting a structure through which member companies can be represented on and/or have access to regional decision making bodies such as TEAC Regional Committees, Education Department Regional Councils and Work Education Committees

- supporting industry associations and groups to provide better information on key sectors of manufacturing, especially on the opportunities for career development for both boys and girls through employment in manufacturing enterprises

- co-operation with the Education Department and interested companies to establish a personnel interchange system

- exploring the possibility of government subsidies to companies to improve the quality of student work experience

- producing a modified version of the Pulse Survey of Victorian Manufacturing[1] for use in schools by students and teachers interested in labour market information.

9. That individual companies reconsider their own policy on contact with education, establish priorities and allocate staff resources for sppropriate involvement with primary, secondary, TAFE and tertiary education.

At secondary level this could involve :

- Persons serving on education or school bodies including senior management personnel, staff and young people as appropriate.
- provision of educationally valuable work experience.
- Availability of plant visits.
- Discussion with individual teachers.
- Interchange of staff with teachers.

---

[1] Published quarterly by the Victorian Chamber of Manufactures and prepared by the Economic Affairs Research Services.

5. METHOD

Introduction

The study involved a personal interview by one of the project officers, with 58 young people in employment in manufacturing industry, interviews with that young person's supervisor and/or employer and follow-up interviews with staff of the school previously attended by the young person.

Each of these interviews took the form of a response to a questionnaire which the project officers had devised. The questionnaire had been designed to allow a comparison of view across the three groups - employee, employer and school. The following table (Table 1) lists the areas covered in each questionnaire.

Table 1

Employer	School	Young Worker
	1. Aims of school.	
	2. Curriculum decision making.	
1. School reporting	3. School reporting.	1. Job finding method.
2. Selection practices, expectations, opinion of applicant.	4. General school contribution to preparation for employment and career education.	2. Preparation for employment and views on same.
3. Orientation of young worker, costs, opinion of young worker.		3. Attitude to work and job.
4. Manpower policy.		4. Prospects.
5. Employer school contact.	5. Contact with industry.	
6. Work Experience.	6. Work Experience	5. Work Experience.

Employer	School	Young Worker
7. Aims of school.		6. Aims of school.
8. Young workers capacity in and significance of these in job - numeracy - communication - general attributes - industry knowledge	7. Schools opinion of ex-students ability in - numeracy - communication - general attributes - industry knowledge	7. Relevance to job of - numeracy - communication - general attributes - industry knowledge value of school experience to these jobs.
9. Significance of various agents in transition process.	8. Significance of various agents in transition process.	8. Significance of various agents in transition process.

Questionnaire

The areas covered in each of the three questionnaires were those which marked significant aspects of the school to work transition experience or were central issues in eliciting appropriate information about industry, employers and schools.

A major concern of the project officers was that information gained about young people was specifically related to those in the sample, rather than to generalised expression of opinion. The questionnaires were designed with the intention of generating information on these particular young people.

It was necessary, however, to give both employers and schools the opportunity to place their experience with these young people in a wider context. This was particularly important in those areas of the investigation which sought to establish policy and resource criteria and guidelines. Therefore the questionnaire also dealt with school and industry material not directly related to the young people in the sample.

It was decided that the most appropriate format for much of the questionnaire was a forced choice response on a rating scale, most commonly 5 points. This decision was made in the light of the amount of material to be handled and the need for the information to be in a form which could be readily collated. Some items allowed for open ended responses in order to provide some descriptive and anecdotal material.

All the scales used in the questionnaire were taken from a Questionnaire Manual developed by the Army Research Institute for Behavioural Sciences, Fort Hood, Texas, U.S.A., 1976.

The questionnaire was designed and set in a form allowing access to computer analysis. The tabulations and analysis contained in this report have been done manually by the project officers. More detailed analysis of the data could provide useful additional information.

Following the completion of the interviews, a case study was prepared of the transition experience of each young person. This report presents the major findings as they emerge from a summation of the case studies.

The Sample

Young Workers - Industry and occupation

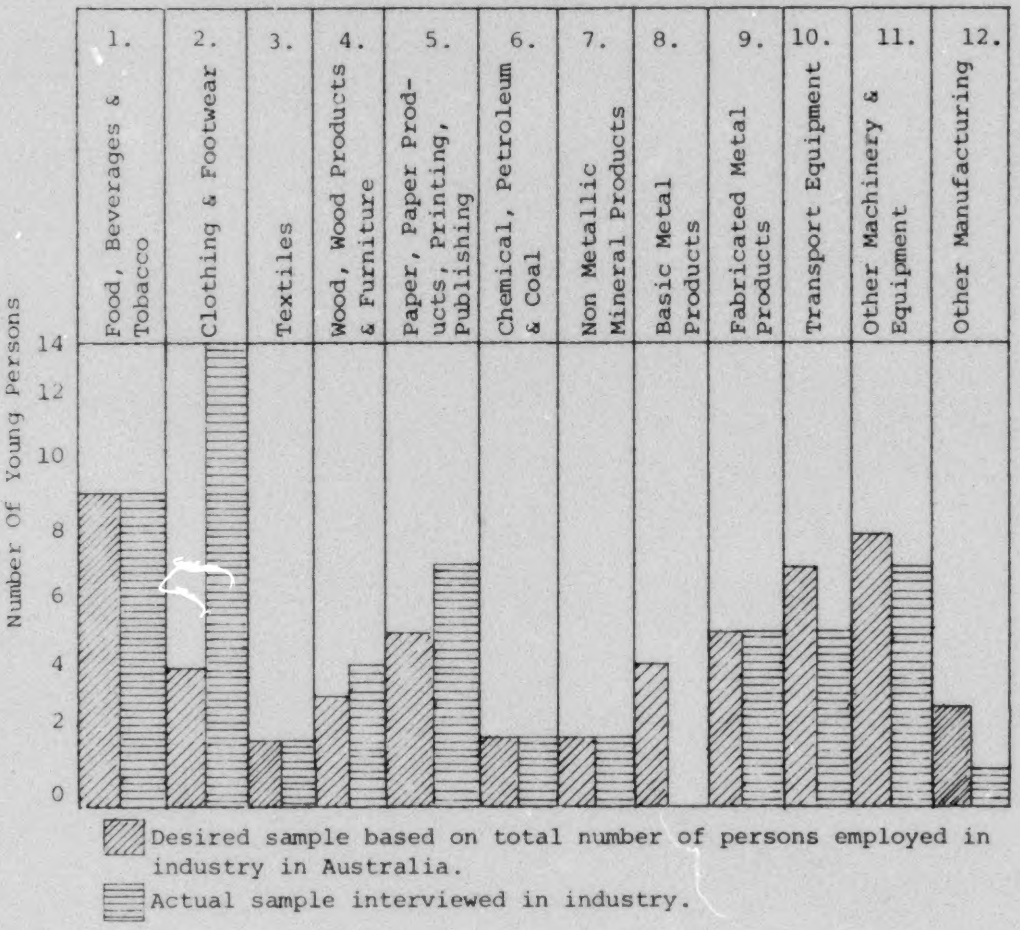
The 58 young people had been in full time secondary schooling within the previous 12 months. It was decided that only recent school to work transition could give the desired picture of the experience and provide the contemporary information sought.

The young people in the survey were chosen from the 12 major industry groups used by the Australian Bureau of Statistics.

- Food, Beverage and Tobacco.
- Clothing, Textile and Footwear.
- Chemical, Petroleum and Coal.
- Non Metallic Minerals (clay, plaster and concrete).
- Metal Products.
- Fabricated Metal Products.

Table 2. The Sample As Planned

Compared With The Sample Interviewed According To Industry Groups



- Transport Equipment.
- Other machinery.
- Rubber and plastics.
- Printing.
- Wood and wood products.
- Miscellaneous.

An effort was made to have the sample representative of each of these industry groups according to the total number of persons employed in each group. Secondly the sample from each industry group was selected to reflect the number of persons employed in establishments of various sizes.

The following table (Table 2) shows the sample as planned to cover all industry grouping compared with the sample interviewed according to industry groups :

The construction of the above sample was influenced by the following factors :

> Industry groups 1 and 4-12 inclusive were sampled in the Clayton area as far as was possible. It was expected that this local focus would reveal the existing links between local schools and local industries. There were no Clayton firms in the Basic Metals group employing young people. It was decided not to pursue case studies from this group in locations distant from the Clayton area.
>
> In addition to sampling by industry group, the intention was to select the young people from each industry to give a spread within the industry group according to the size of the enterprise defined by the number of persons employed. In order to achieve this spread "Wood and Wood Products" and "Paper and Printing" were slightly increased.
>
> The "Transport Industry" sample was reduced from 7 to 5 because additional numbers in the sample from Clayton would have had to be chosen from two organisations with over 100 employees which had already each supplied two case studies.

Two early project decisions influenced the selection of the sample, distorting it markedly towards the footwear and clothing industry.

The first of these was made by a group of VCM officers, who felt that the footwear and clothing trade had a particular problem in attracting young employees and that this deserved particular study.

The second decision, made by the project officers themselves, was that an attempt should be made to include two geographic areas in the study, in an attempt to gain as wide an investigation as possible, given that the intensive interview methodology would limit sample size.

As a result of these two considerations it was decided that one of the project officers would undertake the study in the clothing and footwear industry and the other would undertake a study in an area which provided a good cross section of other industry groups.

The Clayton (Victoria) area with a selection of industries corresponding to the Australian Bureau of Statistics groupings, was chosen as this area.

There is a concentration of the clothing and footwear industry around Brunswick, Fitzroy and Collingwood (Victoria). Therefore, this industry study provided a second loose geographic focus to the investigation.

The combined practical result of these decisions is a sample of young people drawn from employment in two suburban areas of Melbourne, with an over representation of those employed in footwear and clothing.

The following table (Table 3) shows the job titles of the 58 young people, as given by them or their employer. The sample was chosen to include a range of jobs and skill levels in the occupations in which the young people were engaged. The categories chosen were unskilled/semi-skilled, apprentice, clerical and cadet.

Table 3

Apprentice (18)	Clerical (12)	Unskilled/ Semi-Skilled (23)	Cadet & Skilled Trainee (5)
Shoemaker (2)	Clerk/ Shrink-tester	Tealady	Production Control
Carpenter and Joiner (3)	Accounts Payable Assistant	Boxing	Production Control and Marketing
Fitter and Turner (5)	Clerk - Trainee Accountant	Cutter*	Physical Distribution
Printing Machinist (2)	Junior Clerk (9)	Machinist (4)	Laboratory Technician
Gardener		Finisher	Technical Assistant
Electrical Fitter		Storeman (2)	

Apprentice (18)	Clerical (12)	Unskilled/ Semi-Skilled (23)	Cadet & Skilled Trainee (5)
Refrigeration Mechanic		Junior (2)	
Flat glass worker		Trimmer* (2)	
Graphic Arts Trade		Decranker	
Electrical Mechanic		Junior Factory Hand	
		Tradesman's Assistant - Toolsetter	
		Tradesman's Assistant (2)	
		Confectioner	
		Materials Handler	
		Filler	
		Coffin Maker	

* Two employees thought, perhaps, they were doing an apprenticeship. Their employers didn't describe them as apprentices.

The following table indicates the size of firms from which the actual sample was chosen in each industry group. They represent approximately the respective significance of firms of those sizes in that industry. There is some distortion toward larger companies in the footwear, clothing and textile industries sample.

Table 4

FOOD

Number of employees in organisation	< 20	20-49	50-100	>100	
Number of young persons in sample	0	1	1	7	= 9

FOOTWEAR AND CLOTHING

Number of employees in organisation	< 20	20-49	50-100	>100	
Number of young persons in sample	1	2	4	7	= 14

Table 4 (contd.)

TEXTILES

Number of employees in organisation	<20	20-49	50-100	>100	
Number of young persons in sample	0	0	0	2	= 2

PAPER, PAPER PRODUCTS, PRINTING AND PUBLISHING

Number of employees in organisation	<20	20-49	50-100	>100	
Number of young persons in sample	0	1	3	3	= 7

CHEMICALS, PETROLEUM AND COAL

Number of employees in organisation	< 20	20-49	50-100	> 100	
Number of young persons in sample	0	0	0	2	= 2

NON METALLIC MINERAL PRODUCTS

Number of employees in organisation	< 20	20-49	50-100	> 100	
Number of young persons in sample	0	0	0	2	= 2

BASIC METALS

Number of employees in organisation	< 20	20-49	50-100	> 100
Number of young persons in sample	0	0	0	0

FABRICATED METALS

Number of employees in organisation	< 20	20-49	50-100	> 100	
Number of young persons in sample	1	1	2	1	= 5

TRANSPORT EQUIPMENT

Number of employees in organisation	< 20	20-49	50-100	>100	
Number of young persons in sample	0	0	0	5	= 5

OTHER MACHINERY AND EQUIPMENT

Number of employees in organisation	< 20	20-49	50-100	> 100	
Number of young persons in sample	0	1	2	4	= 7

OTHER MANUFACTURING

Number of employees in organisation	< 20	20-49	50-100	>100	
Number of young persons in sample	0	0	1	1	= 2

Apart from seeking representation from a range of jobs and skill levels, no attempt was made to influence the company's choice of young person to be involved in the study. In many cases there was little choice because the company employed only one or two recent school leavers. Where there was choice, it is not known how this was exercised. The project officers doubt whether there was any bias consistently operating in one direction that would have significantly influenced the sample.

The Companies

The 58 young people worked for 42 companies. In each of these companies a company representative was interviewed. These people were owners, managers, directors, production supervisors, company secretaries, personnel officers, factory supervisors, section heads and foremen.

The companies were selected by the project officers, with assistance from VCM staff, who indicated the companies who were likely to be employing recent school leavers. In many cases, particularly in the footwear and clothing industry, it was very difficult to locate companies, particularly smaller ones, which were employing young people at all. Therefore, within the reasonably controlled sample structure, the choice of actual companies was often random.

As with the selection of young people, there was no attempt to control for bias in the selection of companies, which might have produced more supportive or more negative employers in the sample than in the general employer population. From the interviews conducted, and from a general assessment made, the project officers are of the opinion that it is unlikely that a significant distortion is operating in this area.

The Schools

The 58 young people had attended the following types of school -

Government High	26
Government Technical	24
Non Government	8.

Forty seven (47) schools were contacted and interviews undertaken with school personnel in 22 Government High Schools, 18 Government Technical Schools and 7 Non Government Schools. School personnel interviewed were Principals, Vice-Principals, Senior Teachers, Careers Teachers, Work Experience Co-ordinators and Classroom Teachers.

The study took industry as its starting point and the schools in the sample were selected incidently, according to where the young people involved had attended school. It was fortunate that this random process produced a reasonable cross-section of Government High, Government Technical and Non-Government schools.

6. PARAMETERS AND QUALIFICATIONS

The study has been undertaken under the auspices of the Victorian Chamber of Manufactures and has concentrated exclusively on manufacturing industry.

The findings and evidence for them have greatest relevance in that area of study. There must obviously be limitations to the extent to which generalisations can be made to other sectors of the economy. There is no doubt, however, that the issues raised and the recommendations made, have parallels in all points of interface between employers and schools. The evidence and recommendations in the study relevant to schools and the education system generally, can be extended for general consideration and action.

There are problems associated with making generalisations across all areas of manufacturing. The study revealed substantial differences between the various sectors of manufacturing. There are differences in the type of jobs open to young people. For example, in Food, Beverages and Tobacco, and Non Metallic Minerals groups, there are no trade apprenticeships. The only apprentices recruited in these industries are employed in maintenance departments. While some industries, and some companies within an industry, are experiencing an overall reduction in the skills used by tradesmen, others are experiencing rapid upgrading of the skill and expertise required of tradesmen.

The fairly small sample size is a factor which places restrictions on the extent of generalisation which can be made from the study. The details of the evidence provided through the fairly intensive case study methodology is a counterbalancing strength.

The attempt to incorporate the geographic and industry focus within the one sample possibly provided more of a difficulty than it created advantage. There is a problem which exists with the over-representation in the sample of unskilled and semi-skilled process and machinist occupations in the footwear and clothing industry sample. The inclusion of an inner and outer suburban group in the sample did not provide the desired comparison. The absence from the study of a country sample is a major weakness.

A longitudinal study would perhaps have been a more adequate way of approaching the investigation. Certainly, schools were often hindered in their response by attempting to recall information relevant to a 3-4 year period in the school experience of a student who left them nearly 12 months ago.

Employers, on the other hand, sometimes were not able to provide information in response to particular questions because the young person had been with them only a short period.

These weaknesses are apparent to the authors of this report. The reader will undoubtedly locate others.

The study has made a start, however, in an area which has been neglected. The characteristic response to many of the issues under consideration here has previously been uninformed assertion and blind prejudice. This study has attempted in a small way to reverse this. It is for others to take up some of the directions which have been signalled.

7. LITERATURE

A search of the literature relevant to the area of transition education revealed the following :

The Report of the End of School Transition Project, Victorian Institute of Secondary Education, 1979 by Alison Wilson, provides an overview of the total transition process. It points to the critical factors to be investigated.

School, Work and Career - 17 Year Olds in Australia, Williams et al, 1980 provides specific detail on early school leavers. This work gave some direction to the study's methodology.

The Report of the Inquiry into Poverty, Survey of Young Workers, ACTU, 1975, provides a model for case study methodology.

A 1978 study by the Commonwealth State Working Party, Transition From School to Work or Further Study examines the transition services then available to students and families both in and out of school.

A discussion paper of the Victorian Employment Committee, Report Prepared by the Skills Development Task Force for the VEC, Paper No. 3, 1980, provides assistance with the problems of sampling a local area and gives employment information on an industry basis.

Two studies which influenced the current work are a Western Australian study The Attitude of Employers Towards School Leavers in Western Australia, Education Department, W.A., 1978, which provides the best guide available for investigation in industry; and Cynthia Meadows' work for the Curriculum and Research Secondary Mathematics Committee, Mathematics for School Leavers, from which the most commonly required mathematics skills were taken for this investigation.

As the current investigation was beginning, the project officers became aware of two other documents which confirmed the need for more specific information about transition, even though they didn't significantly change the direction of the project.

These are a study by the Sydney Chamber of Commerce, *Educational Survey* Education Committee, S.C.S. 1981, and the *Report of the Senate Standing Committee on Education and the Arts Standing Committee*, Education and the Arts A.G.P.S., Canberra 1981.

In the area of transferable skills the most detailed work located was that done by the Centre for Vocational Education - Ohio State University, particularly one of their Information Series, Transferable Skills : *The Employer Viewpoint*, Allen A. Wight, Columbus Ohio, 1977.

A recent publication of the Advisory Services and Guidance Branch, Victorian Institute of Secondary Education, *Principles and Directions : A Position Paper*, VISE, 1981 would seem to be influenced, in part, by this last work, in devising its list of transferable skills and attributes.

An earlier publication sponsored by the Victorian Chamber of Manufactures, *Towards a Consensus in Career Education*, gave a valuable background to Victorian practice.

Throughout the course of the investigation, the project officers have found the recent study of the Australian Schools Commission, *Fifteen and Sixteen Year Olds in Australia*, A.S.C., 1981, a useful and challenging resource. It establishes general directions for educational initiative and provides stimulus for thinking about transition education as a total curriculum responsibility.

PART II : FINDINGS

1. SUMMARY OF FINDINGS

1. Industry - Education Contact

A summary of the major findings reveals both positive and negative aspects of the relationship between education and industry. At the level of the local school there is considerable contact between career teachers or work experience co-ordinators and the factory managers or personnel officers in local factories. This contact is usually made in order to arrange student work experience. In many cases it builds a relationship within which discussions of curriculum could occur. The fact that it does not often happen is a disappointing finding of this study.

As a result of this relationship people from industry frequently assist schools to provide young people with the knowledge of how to apply for jobs, where to seek employment and how to behave in interviews. Less frequently, this contact is used by schools to assist them in designing suitable courses. When it does occur it is generally only in relation to vocationally oriented courses in technical or high schools, for example, in secretarial studies or building.

It was not found that this contact between school and industry is used by schools to assist them in the more general areas of curriculum design. Some schools have attempted to obtain this assistance from industry but have found it impossible to find employers with the interest in education or the time to devote to the task.

Through contact with employers, careers teachers are able to learn about the way in which industry operates and to understand something of what industry expects of its employees. At present this understanding is not developed by teachers working temporarily in industry. There is also no reciprocal arrangement for industry personnel to work temporarily in schools.

As a result of the knowledge gained by employers, through taking young people on work experience, they can form very positive attitudes to the permanent employment of young people.

2. Employer's View of Young Employees

Employers are generally very satisfied with the young people whom they have employed. This satisfaction is strongest in respect of reading, writing, mathematics and trade skills.

Employers are critical of the young people's level of knowledge of employment conditions and of the general expectations associated with being a member of an organisation. The strongest criticism is of the attitude and motivation of some young people, although much of this is of a general nature and often does not relate to particular young people in the organisation.

Employers are critical also of the capacity of young people to relate to adults on a one to one basis or as a member of a small group. This is particularly relevant to situations in which authority is vested in the adult.

3. Young Employees' Views of their Schooling

The young people interviewed are generally satisfied that the schooling they had received has prepared them adequately to cope with the demands of their jobs. Most exceptions to this are where the young person reported adequate general preparation but inadequate preparation for the particular job they are doing. This is usually the result of the young person taking a job in manufacturing industry when they did not expect to.

Most of the young people believe that the school gave them a satisfactory academic education. They are also generally satisfied with the information available to them about specific jobs, even though school had often played little or no part in their choice of, or method of, obtaining employment.

Generally, the young people were not satisfied with their knowledge about manufacturing industry. In particular, they said they knew little about private enterprise and little about the structure and hierarchy of a private firm. They said they had a barely adequate knowledge of normal conditions of employment, pay rates, the role of unions and of the sort of career path they might have if they entered manufacturing. Often the information they had, came from their family rather than school.

The young workers indicated that they were given very little information, or were involved in little discussion at school, about work experience and their future life after school. The teachers with whom they had regular contact in mathematics, English, science, history of other subjects, made little or no reference to the work environment, and made little use in classroom lessons of students' work experience or knowledge of work gained in part-time jobs.

The employers and young people are relatively satisfied with the extent to which schools prepare students in respect of such attributes as punctuality, regular attendance, respect for authority, ability to relate to peers and to show consideration for others. However, neither group is quite as satisfied about the way school fostered initiative and leadership or developed individual potential.

4. School Views

4.1 Work Experience and Career Education

From school it emerges that there is a massive investment of time and effort on the part of careers teachers and work experience co-ordinators to provide as many students as possible with one or two weeks of work experience. This is the principal way in which schools are attempting to give young people an education about their likely immediate post school experience. Unfortunately, most schools are not making use of the time invested by students in this experience to help them to generalise from their particular experiences to a broader context. Work experience organisers generally indicated that the staff as a whole made little attempt to integrate work experience into the curriculum. It is not being used as a vital educational resource but is an isolated out of school experience for students in most of the schools surveyed.

The majority of careers teachers are not happy about this. They are often unable to stimulate curriculum discussion in their own school. Most of them believe that they are faced with an overwhelming work load because of careers classes, helping individual students, organising factory and other visits, and work experience administration.

Most of them have other teaching commitments and additional administrative duties. Although the majority have been given some initial pre-service training they believe that this is inadequate. They feel isolated in the school.

4.2 Regional Support

Most frequently careers teachers are seeking support at a regional level. The responsibility for maintaining contact with a broad range of industries and engaging in curriculum discussion with the school community, is beyond the resources of one person in each school. The support sought is in initiating curriculum discussion and effecting curriculum change. There is also general recognition that industry resources are limited, and that better use could be made of resources if they were co-ordinated at a regional level.

In very few cases is this support available to schools visited, even though careers teachers regularly cited the help they receive from other careers teachers in neighbouring schools as the most valuable assistance they have.

4.3 Curriculum Development

School personnel interviewed were generally pessimistic about their ability to respond to the need for change. In a number of schools there was a defensive reaction from Principals and staff, particularly to increased involvement of employers and industry in curriculum discussion and change. Some schools are unaware of the potential support they could receive through the resources of industry. Others are unable to make use of them.

A major problem in all schools visited is the absence of a functional school wide curriculum development process in which discussion, decision making, programme planning and monitoring can occur. All schools reported a lack of personnel, expertise, resources and time to achieve this. A related serious problem is the absence of any structure or process through which the community could influence the school programme.

In a number of government schools, Principals were uncertain about the role of the careers teacher and the best way to utilize them. In others they were unable or reluctant to provide the conditions which would enable the careers teacher to adequately provide for the students' needs. There appears to be a lack of policy and procedural direction in respect of transition and career education at the state, regional or school level.

One of the most disturbing findings of this investigation is the number of schools attempting to operate with acting careers teachers. These acting careers teachers have little time to give to the job because they also have normal teaching duties. Often, in large schools, they also have other administrative duties. They have not had the advantage of special training for the job.

Most schools are providing some programmes for students in years 9 and 10 in the general careers area. The evidence from employers and young people suggests that this is not adequate especially for students who leave school after years 11 and 12. Almost all schools said that it is difficult to build this learning into the curriculum after the end of year 10 because courses in the senior school are organised on an academic subject basis.

5. Job Availability

No report on transition written in this year can ignore the difficulty experienced by many young people in finding employment. The evidence from this investigation shows that young people who have had great difficulty in finding a job are just as satisfactory to their employers as those who found one very easily. It shows also that employers find almost all the young people in the study highly satisfactory employees even though they were not the most satisfactory students in the school from which they came. It therefore seems very likely that many young people now unemployed would be just as satisfactory employees as those currently employed.

2. EDUCATIONAL GOALS AND PRIORITIES

One of the issues investigated by the study was whether a factor keeping education and industry apart is the misconception each has about the other's view of educational goals and priorities. On the one hand, many teachers express the view that industry is only interested in the capacity of education to provide vocationally prepared young people able to fill a slot in the factory. On the other hand, many people in industry express a general view that schools do not place a high priority on the teaching of basic skills in reading, writing and numeracy. Moreover, they fear that schools do not believe that they should take into account the young people's need to be ready and able to fit into work roles.

The study was interested to find out from employers and from school personnel how they rated some basic aims of secondary education. In addition the study asked the young people how they rated the same educational aims of secondary schools. (Table 77, Part III).

From the 42 employers and the 47 schools a surprising consensus of views was found between employers and schools on the relative importance of the six aims of secondary schooling used in the questionnaire. This is particularly apparent in their response to the question :

* "How important is it that a school programme develop in students a spirit of co-operation and the ability to relate to other people".

It was found that 90% of employers rate this as very important or important and 100% school personnel rate it as very important or important.

There is a marked degree of similarity of views between employer and school on the importance, in a school programme of fostering initiative, adaptability, creativity, curiosity and critical thought. It was found that 85% of employers rated this as very important or important compared with 92% of school respondents.

Employers are just as committed as school teachers to having a secondary school programme which will develop in students the ability to co-operate with others and will enable students to develop their capacity to think creatively and to exercise curiosity.

The aim of ensuring that "all students have acquired a satisfactory level of basic skill in literacy, numeracy and oral communication" was rated as very important or important by 97% of school respondents and as very important or important by 92% industry respondents. This suggests that schools are at least as convinced of the importance of these basic skills as are employers.

It became apparent that one item was badly worded.

This item asked :

* "How important is it that a school programme provide vocational training to students and have students recognise the significance of employment".

Many respondents in both industry and school were happy to place "have students recognise the significance of employment" as very important or important. However, school personnel were not happy to give the same rating to "vocational training" which they interpreted to mean skills unique to a particular trade or occupation. The two components of this item should have been asked as two separate questions.

The group who show the greatest range of views on the aims of secondary schooling are the young people themselves.(Table 77,Part 111) Their views differed more from the other two groups than did employers and school personnel differ from each other. The responses of the young people were made at a time when they had just undergone the trauma of transition. They also indicated, quite often, that they had never before given the matter any consideration.

Because there appears to be more agreement between industry and schools on the general aims of education, especially on those aims related to the importance of the general development of the child, both parties could explore this common ground. They could spell out to each other more specifically what they understand by such broad general statements, thus opening up for exploration the differences of interpretation which exist between them. From that it should be possible to explore the difficulties experienced in achieving these goals and the ways in which collaboration between industry and school could be planned to achieve them in a more satisfactory manner.

The schools would be more likely to co-operate fully in this exploration if they no longer feared that industry personnel are urging them to provide a narrowly vocational education or one which teaches reading, writing and numbers, but little else. If employers recognise that schools do indeed place a very high priority on teaching every child to have a minimum competence in the basic skills they could learn from schools some of the real problems faced by the school in achieving that goal. This could lead to schools recognising that industry is offering them support rather than criticism.

Individual schools would then be justified in launching more confidently into dialogue with the industrial community on their school policy under the auspices of the School Councils. This is in line with the recent memorandum from the Minister of Education 9/11/1981 to Principals and Presidents of School Councils. It is this type of discussion which is envisaged in the recommendation on policy in each individual school made in this report.

3. TRANSFERABLE SKILLS, ATTRIBUTES AND PERSONAL RESOURCES

An issue being investigated in this study is whether there are a group of skills, attributes and personal resources which are required by all or most of these young people in the wide variety of jobs they are doing. The employers and young people were asked how important to the job were certain skills and attributes. The study also aimed to collect information on how well equipped the young people were, when they left school, with respect to these same skills and attributes. Employers, young people and teachers each estimated the level of preparation of the particular young person in these.

Certain skills and attributes are frequently desired by employers and are seen by the young people as important to them in their job. These are self-confidence, punctuality, regular attendance, respect for authority, willingness to take constructive criticism, ability to show consideration for others, diligence, motivation to learn, ability to display initiative, ability to read written instructions, to understand verbal communication, to speak clearly, to write legibly, to spell and to calculate accurately. Most employers and most young people rate these as very important or important to the particular young person in the particular job. (Tables 91, 93, 99, 101, 108 and 110, Part III).

Although the ability to write simple reports and to complete forms and record sheets accurately is often one of the criteria used in selecting young people for employment, it is not a skill which is used in all jobs in the young person's first year. However, because many employers expect their young employees to undertake further training and to be promoted to more skilled jobs this is still a very important skill in employment. The young people rated it as more necessary to them in their first year of employment than did their employers and supervisors.

Although many of the supervisors said they had difficulty in estimating how satisfactory the young person was in writing skills because, up to the time of the interview it had been used only rarely on the job, most of them are quite satisfied with the young people in this respect.

More of them are concerned about the ability of the young people to "write legibly". In answer to the question : "How satisfied are you with his/her ability to write legibly", they replied as follows :

Very Satisfied	Satisfied	Borderline	Unsatisfied	Very Unsatisfied
44%	22%	29%	5%	0%

It is possible that people in industry and teachers use the word "literate" in different ways. Legible handwriting is essential to many jobs but is not uniformly emphasised by all departments in secondary schools. When a supervisor describes a person as having a low level of literacy, they may really mean that the person has illegible handwriting. The Ohio State University report "Transferable Skills : The Employers Viewpoint" makes this point about use of terminology and stresses the need for schools and employers to develop a "common language" when talking about transferable skills.

Employers are very divided on how important it was for the young person to display ambition. Some believe that ambition is very important and state that young people display this when they work hard at the tasks allotted to them, when they display a strong interest in the industry and in the future of the firm, and when they seek additional training. Other employers said that they did not encourage ambition in juniors, either because they find that the ambitious employee is more likely to leave the company to seek opportunities elsewhere, or because ambition tends to make the junior dissatisfied with the type of work. (Table 108, Part III).

Although employers are uncertain about the value of ambition in a young person they are quite certain that young people needed to have "sound career path information". This they interpreted to mean knowledge about training courses and knowledge about their own future prospects in that particular industry. (Table 103, Part III). There seems to be something of a contradiction between employers expectations of strong career path awareness and their uncertainty about ambition.

The quality of "leadership" is highly valued by a relatively small number of employers. Only 45% of the employers interviewed rated this as very important or important in the young people whom they employed. In discussion some of those who give it a borderline or unimportant rating then stated that they hoped to see evidence of this quality at a future date. (Table 108, Part III).

There is a very clear indication that the skills of verbal communication are the most frequently used communication skills. Understanding verbal instructions in English is the most highly rated single skill, which 92% of the employers rate as very important. The ability of the young person to make verbal communications within the firm is rated as very important by 81% of employers.(Table 99 Part III Forty two per cent (42%) of the young people said verbal communication is constantly used in their job. When employers were asked to state the most important qualities they found in the young person and the most serious deficiencies, they often referred to verbal skills and linked this with the ability of the young person to relate to other people in the work place.

The young people are less confident about their own ability in verbal skills than about their ability in written skills.

They were asked : "How adequate do you feel you are at making verbal reports".

The young people responded to this as follows :

Very Adequate	Adequate	Borderline	Inadequate	Very Inadequate
31%	28%	22%	13%	6%

Employers and supervisors were more satisfied with the young people. They responded to the question which named their employee as follows : "How satisfactory is 'N' at making verbal communication within the firm -

Very satisfactory	51%
Satisfactory	27%
Borderline	15%
Unsatisfactory	7%
Very unsatisfactory	0

When schools were asked whether the young people had taken courses in verbal communication they frequently indicated that it is taught incidentally. They tend to believe that their ex-student is better equipped in this skill than does the young person. (Tables 100 and 102, Part III).

The ability to listen and to speak with confidence cannot be developed unless at the same time the individual's general self-confidence is also being developed. One of the marks of maturity is a strong self concept. Some of the young people in the study did have a strong sense of their own identity. Of one boy, an employer said : "He is exceptionally capable and good natured". The boy himself said : "By the time I left school I really knew what I wanted". This boy is a good example of a young person with this sense of identity and self worth. A person with a much weaker sense of identity said : "I did not think anyone would want to employ me if I failed HSC".

Employers are critical of the lack of self confidence in some young people, but often supportive of those who were not able to display a strong sense of self. One young boy in the study had been brought to the interview by a domineering father who answered all the interviewers questions on his behalf. Even after three months at work the boy was still scarcely able to speak with his supervisor, who was worried that he might never be able to develop this quality, but who was gently encouraging him. The school indicated that they had been aware of the boy's problem but they too had found it difficult to help him. In other words, his lack of confidence had been as apparent at school as in the work place.

Another employer was generally critical of schools in this regard. He said that the student of average ability was often made to feel a failure in the highly academic school programme. This sense of failure tended to decrease self confidence over all areas, not just relative to academic achievement.

The skill of numeracy is a vital one which is taught in schools and made use of by people in work and in many aspects of their personal life. Not all of the jobs studied needed the employee to use mathematics, and of those which did, it is often only a limited number of basic functions. (Table 93, Part III).
As with the skills of written communication, more complex mathematical skills are needed later in the working life. Even those young people who were not using number skills in their first six months at work would, in most cases, need these skills later.

The employers are more generally satisfied with young people's ability to use mathematical skills than with any of the other skills examined in the study. (Tables 91, 99 and 109, Part III).
In addition to asking how satisfied employers were with the young person's ability to perform at particular mathematical tasks, they were asked :
"Are you satisfied with 'N's' general level of mathematical competence" -

Yes	No	Not Applicable	Total
41	-	17	58

(Table 95, Part III.)

Schools are more critical of the mathematical competence of their ex-students than are employers in many cases. The young people are also relatively critical of their own competence in basic number skills. (Tables 92 and 94, Part III).
One problem which did emerge was in the area of employer expectations of accuracy in whole number calculations.

"How accurate do you expect 'N' to be in whole number calculations?"

Degree of accuracy	100%	95%	90%	80%	70%	>60%
Employers' expectations	55%	24%	11%	5%	5%	0

"When 'N' took the job how accurate was he?"

Degree of accuracy	100%	95%	90%	80%	70%	>60%
Young people's performance (as estimated by supervisors)	34%	19%	25%	13%	6%	3%

This is once more a question of terminology. These young people could perform the function required but they are not accurate enough to fulfil the expectations of their supervisors.

One attribute which emerged from discussions with employers as very important was that of adaptability. In industries which are undergoing rapid changes as a result of new technology this is likely to be increasingly important.

One girl was very unhappy because she had expected to be employed only on switchboard operation. The company had a policy of rotating the office staff to train each of them in a variety of tasks. She was not able to adapt herself to this and was reluctant to do the training course they had planned for her. Another girl was employed in a laboratory and was excited by the scope and variety of the work she was able to do as she moved from one part of the laboratory to another. The ability to be flexible and to grasp opportunities is an attribute which has application in a variety of work and non work situations. School programmes can encourage such an attitude of mind.

4. CAREER EDUCATION

The questions posed in this section are :

What is career education?

What is or can be its contribution to the smooth transition from school to work?

Did young people find their school career programme did this for them?

What did employers say?

What are the problems?

Are there any possible solutions?

One of the most comprehensive statements on Career Education in Australia was made by Ms. Gaye Hart in a paper entitled "Collaborative Effort in Career Education", delivered at the "School to Work Transition" Conference organised by the Career Education Association of Victoria in conjunction with the Centre for Continuing Education at Monash University in May, 1978. She states that the Australian education system has been criticised in recent years for :[1]

> "A perceived failure of education to help students understand the changing relationships between education and work".

Gaye Hart isolates career education as one clear response to the call for change and goes on to state that :

> "The process of career education seeks to involve the broader community as well as the system of education in ensuring that the school curriculum is relevant to the needs of the individuals and society".

Ms. Hart argues that collaboration between schools, parents and the wider community is necessary to identify the problem in transition and to plan and implement strategies for change. Such collaboration could assist schools to develop priorities aimed at meeting students' needs.

It could also provide schools with the information they need to help students "develop realism", one of the significant steps in the exploratory stage of adolescent development toward career maturity. The following section of this report - Industry Knowledge - develops this point further.

---

[1] Hart, G. "Collaborative Effort in Career Education", May 1978, Career Education Development Associates Pty. Ltd., G.P.O. Box 2457 V, Melbourne, 3001. P.1 published in School-to-Work Transition : Conference Proceedings Centre for Continuing Education, Monash University, Clayton, Victoria, 1978.

In recent years Career Education has been based upon the theories developed in the United States which show the developmental nature of the process by which an individual develops career maturity. These generally stress that the individual will go through a number of stages in personal development. During adolescence the individual is in an exploratory stage, experimenting in a variety of adult roles with increasing self-awareness and realism.

> "He begins to think in terms of what interests him, he learns to take into account how well he succeeds in these activities, he recognises that the abilities are as important as interest, and he learns that society considers some goals to be more valid than others .....
>
> "the adolescent learns, too, that interest, ability, values and a sense of time are not enough; he learns that opportunity in the form of college or a suitable job is also important. Realism develops, in a period of rapid transition, from a private to a public world."[1]

Both in the United States and in Australia, programmes in career education have been developed to foster this process. Such programmes have recognised that the process begins in Primary schools and continues throughout the years of formal schooling and beyond. They also recognise that career education should be integrated across all curriculum areas.[2]

The evidence of this study on the practice of career education in Victorian Secondary schools shows that school careers staff are generally aware of this framework. They recognise that career education is

[1] Super, D. and Bohn, M.J. Occupational Psychology Wadsworth 1970, P.137-138.

[2] Hart Op.cit. P.5.

a process and that it should be integrated into general school curriculum. (Table 65, Part III). The study did not present an opportunity to establish whether or not primary education is implementing this in Victoria, although The Primary School Curriculum : A Manual for Victorian Schools[1] indicates that they also recognise this as desirable. In many secondary schools use is made of the Career Planning Pack[2] and of the Career Resource Guide[3]. Some schools also use the Work Kit[4]. All these have been designed to provide a basis on which students can explore their own interests, abilities and values. The programmes also provide a method for students to learn something of "realism" in terms of opportunities for employment and further study.

In most schools in the survey these particular programmes are used in years 9 and 10. Teachers explained :

- "The course (Career Planning Pack) is part of consumer education in year 9.
- "A number of teachers at year 10 level conduct this programme.
- "A compulsory course for students in years 9 and 10.
- "All students do a unit on work education in either year 9 or year 10."

The young people were asked how adequate they believed the general career education programme in their school was for them. The responses to this question were as follows :

Very adequate	Adequate	Borderline	Inadequate	Very inadequate
31%	33%	20%	9%	7%

They were asked to state what they expected of the school's career programme and whether they felt that their expectations had been fulfilled.

---

1. The Primary School Curriculum : A Manual for Victorian Schools Ed. Dept. 1979
2. Career Planning Kit, Commonwealth Government Printer.
3. Career Resource, DEYA, 1981.
4. Work Kit, pub. Victorian Association of Social Studies Teachers 1979.

Their replies to this and other questions relevant to career education show a very broad range of expectations and give some indication of areas of satisfaction. (Appendix A Q.200-203.) They are most satisfied with the preparation given to them on how to perform at an interview. This is one area of skill development which is provided for students in 42 of the 47 schools. This satisfaction is reflected in the responses of employers to the same question. They too believe that young applicants are well prepared in that way. (Tables 104-106 and 133, Part III).

On the whole the young people were reasonably satisfied with the amount of information available to them on particular jobs :
"How adequate was the information given to you from school about career opportunities and choices?"

Very Adequate	Adequate	Borderline	Inadequate	Very Inadequate
25%	35%	22%	11%	7%

It is not surprising that the young people were able to state whether or not they were satisfied with the above factors but found it more difficult to say whether or not they were satisfied with the broader aims of the career programmes. One boy said he valued his school programme because it had encouraged him to see himself as an adult and had taught him the importance of his own role in making decisions about his education and employment.

Another boy said the careers programme should

> "help you to sort out your priorities...... The school organised for me to learn about all sorts of jobs and taught me to think clearly, use my common sense, and find more information for myself".

These two young people confirm that some careers programmes are successfully fostering students to have an adequate self concept and learn the basic process of decision making.

Other young people are less satisfied and their experiences showed that their general school programme had not helped them in these vital ways. A boy who is a trainee in a large food manufacturing company longed to become a clerk. His employer stated very firmly that the boy did not have the ability to obtain such a job. The school said that they recognised that he had this ambition when he was a student and that it was unrealistic. However, the Vice Principal said that he did not believe the school should make any particular efforts to help students to adjust their priorities. He said : "We might evolve something eventually".

Nobody in that school has the responsibility to co-ordinate careers work in the school and the young boy said : "No one offered me any help at school. They were not interested in whether I found work or in what I wanted".

These examples show how vastly different is the quality of education in the career area in different schools. They reflect the fact that the Education Department has not established at either central or regional level clear guidelines for schools to follow in developing their own policies.

It is apparent that the resources available differ markedly from school to school and that the most important resource, teacher time to co-ordinate the efforts of all staff and to work to initiate and implement school policy, is not equally available to all schools. The evidence from the study showed that most career teachers believed that their main problem is lack of time to do the job properly.

In Victorian high schools in recent years there has been a directive that one teacher should be allocated to spend at least 88% of their time on these duties. In only 17 of the 47 schools in the study was this amount of time available. Schools were asked to state what percentage of a full time teaching load was given to these duties.

Percentage of full time teachers duties devoted to careers and work experience (Table 136, Part III).
(In some cases the duties were shared between two or more teachers. These allocations have been added together and expressed as a percentage of a full teaching load)

	< 88%	88%	76%	50%	25%	> 25%
Total number of schools	12	5	14	9	6	1

Of the 12 schools in the highest category, 3 are non-government schools. No guidelines are set out by the Education Department for an allocation of teaching time to these duties proportional to the size of the school. In one high school with an enrolment of 1,000 students, the career teacher taught an HSC physics class, a year 10 science class and has the additional task of co-ordinating the year 12 level. It is not surprising that the ex-student from that school said :

> "There was not much provided at all, only a little bit of help at the end of year 10. You could make an appointment to see him but he was not there .... because he was teaching most of the time".

There is also a problem in a school if the teacher allocated to these duties goes on long service leave or has a long period of sick leave. In 7 of the 47 schools the programme had been drastically curtailed during 1981 because the careers teacher had been on leave for at least a whole school term. In most of these schools a temporary replacement had been named but was available from other teaching duties for only a few hours each week, and they found it hard to cope, as they did not have any training or sufficient knowledge or experience in the careers area.

Although schools acknowledge that career education is a developmental process, very few allocate any time or effort to it in their year 11 or 12 programmes. At those levels the pressures of the academic subjects are very great in both academic high schools and in secondary technical schools. The problem of integrating aspects of career education into the class work at those levels is too great for most schools. In 3 of the 47 schools there is a component of their programme in careers for students in year 11. Each of the ex-students from these schools valued that part of their education as having enabled them to make more mature decisions about their future work. One of these young people was from a country high school.

His employer spoke in glowing terms of the way in which his school had prepared him for work. In particular, she said that the two visits they had arranged to Melbourne and the training he had received in such things as seeking accommodation, budgeting and living on his own enabled him to settle into his work much more smoothly than other boys. She compared his transition with that of other young people who had needed her to rescue them from debt, unsuitable accommodation and the loneliness of city life.

It is a question of the priorities set by individual schools whether or not they provide a careers component in the curriculum in year 11 or 12.

Some teacher comments on this were :

- "There is a need to expand the programme in years 11 and 12 to pick up the needs that students then have and to revise what they have earlier covered as well as to cover new insights that have become important. This is the greatest lack in this school at the moment, it ought to be sequential right up to the end of year 12."

- "Subject demands in year 11 make it impossible to fit in any particular programmes that could help students to understand themselves better. The school structure stops this. It's no use trying."

These comments again point to the need for each school to examine its priorities in the light of the needs of their students.

There are a number of groups charged with the responsibility of providing assistance to schools in developing transition programmes. In spite of this, teachers frequently express frustration at the lack of support in curriculum development and the provision of service to students. (Table 130, Part III).

One school has recently had a school review which made recommendations in the career and transition areas, but they are now finding that there are no staff at the regional office or in the Secondary Division who are able to assist them to implement the recommendations.

There are a number of schools which suggested that this outside support for curriculum development in career education could best be provided through regional offices of the Education Department :

> "There is not enough outside help; especially at a regional level where there is none at all ....
> a regional consultant could provide a curriculum overview from outside ....

Other teachers recommended regional assistance in industry liaison and in assisting regional groups of the Career Education Association to function more effectively. Quite a number of careers teachers stated that they feel isolated from their own staff and from other people working in the field and the self-help type support provided in this way would be very important to them.

In the regions in which the schools in the study are located, there has never been any advisor or consultant operating from the regional office and responsible for working with all schools in the region.

Over the last two years very substantial Commonwealth funding has gone into transition in Victoria. Some teachers were unaware that Regional Transition Education Advisory Committee Officers and TEAC Field Officers could be used to help schools develop submissions for funded projects.

> "It would be better if TEAC woke up to itself and provided proper help for all local schools instead of just providing funds for those who are smart enough to con them".

This is not quoted here because of agreement with the criticism of TEAC, but because it highlights the frustration felt by many schools in their unsuccessful attempts to get adequate support from external bodies.

The Victorian Institute of Secondary Education was rated as reasonably useful by 15 of the 42 schools. They said that Advise and the "Occasional Papers" were useful to them but most had had little direct contact with staff members of the Advisory Services and Guidance Branch and many were unaware of the help available from them in curriculum development.

Although the Career Education Section of Education Department of Counselling Guidance and Clinical Services operates an in-service programme of four weeks duration for all newly appointed careers teachers, quite a number of career teachers interviewed in the study had not undertaken this pre-service course. Some teachers had been unable to be released from their classroom teaching duties for the required four weeks. Those who have not attended this course have very little knowledge of the support available from the staff of this Section. These staff are also responsible for the magazine "Joblots" which teachers rate as useful.

Action at the state, regional and school level is necessary to ensure that schools can develop and implement programmes to assist students to cope with the transition from school to life beyond school.

5. INDUSTRY KNOWLEDGE

There are a number of ways in which a knowledge of industry can assist young people in the transition from school to work.
Firstly, such knowledge will help them control the anxiety which is associated with a transition from the known to the unknown.
A better knowledge of the environment into which they are moving will not remove anxiety but will certainly lessen it.
When a young person is very anxious, self concept is weakened and a spiralling effect begins. One of the principal aims of career education is to build up self concept, therefore ignorance which will weaken it at the moment of leaving school needs to be removed.

Secondly, one of the most important skills needed for smooth transition is that of decision making. This can only be exercised when the decision maker is well informed. That means knowing both the positive and negative aspects of the world of work.

Thirdly, knowledge about the world outside school is needed, not at the moment when a transition is imminent but when the young person is making the series of small decisions at every stage in their educational progress. This is important because misunderstandings about educational opportunities and the expectations of people in industry at a quite early stage of schooling can contribute to a troubled period when the young person attempts to achieve the place they want in the world outside school.

Finally, insufficient information about the world outside of school can leave a young person vulnerable to exploitation and the consequent destructive effect on the individual of that experience.

All three groups interviewed, employers, teachers and young people, recognise that the young people in the study lacked an adequate knowledge about the work environment before they left school. (Tables 103-107, Part III). This was the widest gap revealed between what young people, employers and teachers recognise as important and how well they believe the young person to be equipped. Since all the young people interviewed for the study had entered the work force in manufacturing, and since the study was concerned to find the specific gaps in their knowledge about the work place, no attempt was made to establish whether they were better informed about the areas of employment other than those in the manufacturing industry. They may or may not have been better informed about retailing or service industries.

Employers and young people are agreed that it was very important to have knowledge about manufacturing in general. They agreed also that this general knowledge had been lacking at the point of entry of the young person to the work place. Although employers are not so interested in the young person having knowledge about the particular firm or its products, the young people said that they would have preferred to have that also. Schools cannot be expected to provide information on a variety of individual firms but schools generally believe that they should be giving young people the research skills to be able to obtain the information for themselves.

One boy said that in the whole of his year 12 course at the Technical College no teacher even mentioned the value of what the students were learning for their future employment. All the teachers justified the course by explaining how useful it would be to them when they went on to tertiary study. "They just ignored us," - that is, those students who wanted a job at the end of the course. He said that perhaps this was because the teachers did not know much about industry.

The employers and young people also indicated that information should be given to young people, while they were at school, about "the structure and hierarchy of a private firm". Many employers expanded on this point at some length when asked "In what ways had the school not prepared this young person adequately?" Some of the comments are :

- "They have no knowledge of the obligations of the employer and employee."
- "They don't know the basic facts about selling their own labour and time."
- "If schools knew more about industry and recognised that industry in fact places a great deal of emphasis on inter-personal skills and wants young people to have confidence in themselves, then schools would prepare them in those ways."
- "They should be given an idea of the most important industrial awards, such as the Clerical Award and Metal Award."

The following tables show the answers the young people made to specific questions on two aspects of general knowledge about employment; on normal rates of pay for a junior and normal conditions of employment.

"When you commenced the job you now have, how satisfactory would you have described your knowledge of normal pay for a junior?"

Very satisfactory	21%
Satisfactory	21%
Borderline	9%
Unsatisfactory	11%
Very Unsatisfactory	38%

"When you commenced the job you now have, how satisfactory would you have described your knowledge of normal conditions for a junior?"

Very satisfactory	24%
Satisfactory	26%
Borderline	18%
Unsatisfactory	8%
Very unsatisfactory	24%

Both these aspects of their knowledge about industry are particularly important in ensuring that young people do not suffer from exploitation. One of the employers stressed this point in the following way : Her company had recently taken over a small factory from another company, and discovered that all eighteen of the employees, including juniors, had been consistently paid under award wages for their jobs. She stated that schools and parents have an obligation to see that young people are aware of the need to check pay and conditions and stated that they should give young people the knowledge about how to do so as a very high priority. It is not so significant that some were satisfied that they knew what their pay and conditions should be as that 38% in the sample said they had a very unsatisfactory knowledge of pay and 24% said they had a very unsatisfactory knowledge of normal conditions.

An important factor in the work scene for everyone, whether they themselves are members or not, is the role of Trade Unions. There was considerable variation in the response of employers to how important this was. About half considered it "very important" or "important" while half considered it "unimportant" or "very unimportant". The young people, however, generally believed it to be important for them to have a knowledge about unions. The following table shows that they believed that their knowledge was unsatisfactory. Of all the aspects of knowledge about industry, this was the one they were most dissatisfied with. At the same time, the teachers were

asked how satisfactory they thought that particular young person's knowledge about unionism was when they left school. Some teachers believe that the schools teaching about unionism is much more effective than the young people believe it to have been.
Others were quite open about the fact that this is something their students would be ignorant about.

Table 5

How satisfactory was your/his/her knowledge about unions when you/he/she left school?

	Very Satisfactory	Satisfactory	Borderline	Unsatisfactory	Very Unsatisfactory
Employee	4%	4%	19%	15%	58%
School	2%	23%	18%	23%	34%

This suggests that schools and unions need to work with young people to provide adequate information and to use that to inform young people about unionism in such a way that their needs are met.

Both young people and employers are agreed that the most satisfactory aspects of their knowledge was that on "job interview requirements". It is probably significant that this is one of the aspects of industry that has received a great deal of emphasis in school programmes. It is also an aspect of industry requirements which employers are most frequently asked to assist schools to provide. If such co-operation between schools and industry on other aspects of knowledge about industry was as thorough as on this one, it seems reasonable to expect that the needs of young people would be better satisfied.

All schools were asked how frequently they had had industry people into the school to speak to a class or to address students at an assembly during the last twelve months. In more than half the schools such speakers came five or less than five times in a year. (Table 55, Part III).
Many students would not hear one such speaker each year. At a number of interviews teachers described their efforts to find speakers from

industry and the frustration they experienced when no one was able or willing to speak to students.

From the evidence of the study relatively few schools now make industrial visits as part of their course in geography, science, consumer education or other relevant academic subjects. In response to a question on how frequently groups of students at any level in the secondary school visited manufacturing enterprises per year, 47% of schools said that fewer than five such visits were made in twelve months. (Table 56, Part III). Since most group visits are for less than 20 students, in a school with an enrolment of 800 very few students would make even one such visit in a year.

Some schools said that they no longer organised visits because work experience had replaced it. Students do not normally have the opportunity to do work experience until year 10 or 11, therefore there seems to be little opportunity for younger students to learn about industry by any means other than from the teacher in the classroom.

Although 31 of the 42 companies in the study said that they had student group visits to their plant, many schools said that they found it very difficult to find an enterprise willing to have a group of students make such a visit.

From this evidence there seems to be scope for companies to re-examine their policy on education/industry contact at the level of the secondary school and thus to be able to respond to occasional requests for speakers to visit the school, or for student groups to visit the plant. Such a recommendation might lead to some firms offering their services. In the school programme, to increase student knowledge of industry, use could be made of speakers, industry visits and work experience, as different methods of supplying information and experience to serve different ends.

6. WORK EXPERIENCE

Contacts between industry and education at the local school level are usually initiated by the school in order to obtain work experience placements for students. These contacts, once established, are then sometimes used to discuss mutual concerns over employment opportunities for young people, employer expectations of young people seeking employment, job seeking techniques, job interview skills and occasionally a mutual interest in general school curriculum. The study shows that the contact on the school side is largely restricted to careers teachers and work experience co-ordinators. On the industry side, the person most frequently contacted is a personnel officer or factory manager.

There is an enormous investment of time and effort on the part of schools and industry in the provision of work experience. Students invest valuable time in the exercise too, while parents support it by paying fares, assisting in transportation, and often, by helping the school to find work experience placements for their own children and for students in general. Of the 44 schools visited in the study, 43 were conducting a work experience programme. On the industry side, 29 of the 42 firms visited provided work experience placements for school students. Only 4 of the 13 not doing so indicated that they would never do so.

Although all schools, except one, offer students work experience, and although 77% of these said they offer it to all students, only 50% of the young people in the survey had actually had work experience while they were at school. Of the 29 young people who had not done it while at school most said that they had wanted to, but were prevented by factors outside their control. Others said they had done so by their own choice because they feared it would interfere with their academic studies but that they now regretted that decision as they believed it would have been helpful in preparing them for their transition to work. The views of these last two groups suggest that young people do see work experience, or the lack of it, as a factor contributing to a smoother transition from school to work.

The young people who had done work experience organised by the school indicated that it had been moderately useful in preparing them for work in general. (Table 69, Part III). Some 65% of those who did it said they had used the experience to sample a particular job but not all of these said that it was actually helpful in preparing them for their current job. The numbers involved here are too small to make generalised comments from them.

Table 6

Total number who did work experience	29
" " who used it as job sampling	19
" " who said it helped prepare for current job	15
" " who said it helped prepare for work generally	23

It could be stated that since work experience is perceived to be helpful in transition by most of the young people, whether they did it or not, schools should make the opportunity equally available to all students.

Half of the schools studied have a policy which restricts work experience to a small group of students. More than half, 57%, said they had to restrict it because there was not enough time available for the work experience co-ordinator or the careers teacher to arrange it for all students. (Tables 61 and 64, Part III).

Although the employers who offered placements to schools all believed these places to be useful to the students, and although many of them spoke very enthusiastically of the programme in general terms, 19 of the 41 schools said that lack of places from industry is a factor limiting the size of their work experience programme.

One of the criticisms frequently made of current practice is that students only go out once during their school life. This is a factor limiting the quality of the student's learning from work experience. Only four of the sample group had two work experience placements and one had three. The factors stated above as limiting the quantity of work experience would also limit its quality by restricting it to a once only opportunity for most students. (Table 68, Part III).

The most positive feature of the programme is the extent to which the students themselves had been involved in deciding whether to go or not and, if so, where to go. This is a practical exercise in decision making and many of the young people appreciated it as that. (Table 71, Part III).

Only four of the young people were aware of employer involvement in the preparation and follow up activities associated with it in the school. Most of them believed that their preparation in the school was adequate in terms of transport, hours and other practical details but nine of them were dissatisfied with this. Improving the quality of work experience preparation and follow up could well be achieved by more co-operation between schools and industry.

The teachers organising work experience in the schools were aksed how important they believed it was to "integrate work experience into the total school curriculum". They replied :

Table 7

Very Important	Important	Borderline	Unimportant	Very Unimportant
70%	25%	5%	0%	0%

However, they were not at all satisfied with how adequately they were achieving these aims within the school.

Very Adequate	Adequate	Borderline	Inadequate	Very Inadequate
3%	28%	15%	44%	10%

The young people were asked how adequately they believed their experience had been used in various subjects in their school programme.
The subjects which make the least use of the student's work experience are mathematics and science. Half of the students said some use was

made of it in English classes. Of the 24 students from technical schools 15 indicated that trade subjects made the most use of the experience they had gained. The evidence from teachers and young people indicates that work experience is not generally integrated into the classroom learning of most students. (Tables 66 and 75, Part III).

The study shows that, in most schools, only the careers teacher or work experience co-ordinator and sometimes the trade teachers, are making regular visits to students on work experience. If more teachers from each school were involved in this aspect of the programme it is likely that the work experience would be better integrated into the students' academic subjects.

Some teachers said that they are inhibited in discussing aspects of work experience in the classroom by their own lack of knowledge of industry. This could be overcome by teacher work experience as well as more teachers visiting students on work experience. Some were hesitant also to discuss work and work experience in case it slowed down the rate of students' academic learning in particular subjects. This last factor raises again the priorities of the school curriculum and indicates that some teachers place students' learning through work experience lower in their order of priorities than students' attainment of high academic results.

There is evidence that the high investment of time in work experience by both schools and industry is not being put to the maximum use.

7. EMPLOYER EXPECTATIONS

Teachers and school administrators, parents and young people are all very anxious to know what people in industry expect of young people and schools. They hope that if these expectations are clearly stated it will be possible to effect a less troubled transition from school to work for a greater number of young people.

Schools seem less ready to believe that lack of general information about industry is adversely affecting their students and ex-students. This section will summarise the major findings of this study on what employers are looking for in young workers and will relate this to the views expressed by the young people on what their jobs require. Schools can assess the value of this information for themselves. In particular, they can assess it in the light of their overall educational goals and be aware that preparation of young people for a satisfying role in the work force is only one among a number of goals in secondary education.

The most commonly expressed expectation of employers is for young people to enter their organisation with a positive attitude to work. (Table 108, Part III). This was the most significant criteria they applied in selection of young employees. It is also the most significant factor in whether or not they are satisfied with the work of the young person once selected. Employers commented on young people's work attitudes in the following ways :

- "She is willing to do anything when required, and does not mind doing the rather dull jobs as well as the more interesting ones."
- "A very hard working young man, he does a lot more than the job requires and makes the job of the supervisor very easy."

Quite frequently employers stated that they expected young employees to be flexible and able to adapt and train. For example one organisation was introducing computer controlled equipment. The factory manager said that their older tradesmen are reluctant to undertake the special training required to use it and they expect the young apprentice to undergo the special training. They are very pleased with him because he was so keen to learn these additional skills.

Of another boy his supervisor said :

> "School and home have combined together to make him a person who learns quickly and really enjoys to learn".

Another expectation was that young people should be able to use their initiative. One young man is employed as a tool setter. His employer was pleased with him because his job "involves a good deal of problem solving and this is what he is really good at".

All employers rate as important the ability of the young person "to get on with his peers", "to show consideration for others" and "to be able to respond well to constructive criticism".(Table 108,Part 111) One boy who was quite well able to perform the technical side of his job was rated as unsatisfactory by his supervisor because he:

> "lacks skills of communication and does not get on very well with the people with whom he is working".

Another boy was rated as "the best person we have taken on" because he could relate well to the men and women in the department where he worked.

Most employers are anxious to find young people who are mature. This is why they favour recruiting students who have completed Year 11. It is expected that a 16 or 17 year old will cope better with the work environment than a younger person. Some of the employers were critical of industry expectations in this regard :

> "industry sometimes expects too much of young people".

The need for young people to cope with the ordinary skills of living such as managing money, hire purchase, banking, health insurance and so on were quoted by several employers as evidence that a longer period of formal education is an advantage to the young person as he or she is less likely to be overwhelmed by these problems.

The academic qualifications sought by employers vary greatly from firm to firm. In unskilled jobs they are not usually a significant criteria in selection. Apprentices are expected to have at least

Year 10 but more frequently Year 11 with a strong background in mathematics and science. (Table 117, Part III). Several firms have found it difficult to fill clerical vacancies in a satisfactory manner. Two firms expressed dissatisfaction with the academic standards of the junior clerk whom they had employed. In one case, dissatisfaction with the person's mathematical competence, and in the other case, with English skills. Their employers had specified Year 10 but were really looking for a clerk with a stronger educational background than Year 10 would generally provide. Better communication between schools and industry on academic standards could help overcome such a problem. It is also important for employers to identify clearly what they want. In one case selection was left to a supervisor whose criterea were different from those applied by more senior management. Such confusion within a company makes it difficult for young employees to be satisfactory to all who are in charge of them.

In the work place it is vital that young people are able to listen and comprehend "verbal instructions". The responses of both employer and young people reveal how important are these skills. (Tables 99 and 101, Part III).It is with young people's verbal and listening skills that employers expressed their greatest dissatisfaction, particularly when linked with young people's lack of confidence in themselves. Although schools did not always include oral skills training in their curriculum, they tended to be more confident of the young people's ability to cope than were the young people or their employers.

Table 8

How satisfactorily do/does you/he/she communicate verbally with clients?

	Very Satisfactory	Satis- factory	Border- line	Unsatis- factory	Very Un- satisfactory
School	38%	36%	24%	2%	0%
Young person	14%	28%	27%	17%	14%
Employer	19%	24%	47%	5%	5%

This is one aspect of school curriculum that could be re-examined by schools, for oral skills are important in adult work and non-work roles in society. Schools may be over confident of the capacity of young people to exercise these skills effectively. Several employers, after answering the particular question in the survey, said that they also found young people were unable to take part in discussions in a small group. They found them reluctant to contribute and to ask questions.

There is a slight preference from employers in the study to select young people who had completed a secondary technical education over those who had completed a secondary non-technical education when selecting apprentices. This preference was expressed by 17% of the employers interviewed. In addition, 8% of employers said they gave preference to people with a secondary technical background when selecting young people for unskilled jobs. (Table 113, Part III).

When selecting clerical staff, employers do expect that school leavers will have been trained in typing, layout, switchboard operating, filing and general office procedure. These expectations are likely to be satisfied if they select students who have studied a specialised course in Year 11. Some schools are liaising with local employers quite effectively in order to meet requirements of local industry in the curriculum of these vocational courses.

8. JOB SEEKING

For most of the young people the greatest problem they had was in actually finding a job to apply for. Many of them had begun to search in newspapers and at the C.E.S. some months before they left school. One boy had spent over a year seeking an apprenticeship in the building trades, part of the time at school and part of the time while working as an unskilled labourer. In all that time he had only found a vacancy advertised at his local C.E.S. and none in the newspaper. His present job had not been advertised at all but he had been alerted to the vacancy by a friend who worked in a factory over the road.

Both parents and young people are very frightened of unemployment. For example, one girl had been doing quite well in Year 10 at a local high school. At the end of 1980 she was promoted to Year 11 to undertake a full time secretarial course. Her father heard of a vacancy for a junior clerk/typist at his work. He persuaded the personnel office to offer it to his daughter and persuaded her to leave school and take the job because there might not be any job around for her at the end of 1981. Unfortunately, she was not adequately equipped in typing, switchboard operation and elementary bookkeeping to satisfactorily perform the tasks she was employed to do and was in danger of being put off. The school course which she would have taken had she stayed at school would have equipped her to be a satisfactory junior clerk. This example illustrates the problems caused by the fear of unemployment; inadequate liaison between school and parents (her father had never discussed her employment plans with the school but had just rung them to say he was withdrawing her); and a personnel officer who responded to pressure from an employee to by-pass the normal company practices of advertising and selection.

Although the young people reported that they found it difficult to locate any vacancies to apply for, some employers say that they find difficulty in attracting sufficent numbers of school leavers to fill the vacancies they have.

This is shown by the following table :

Table 9

"Do you obtain sufficient number of school leaver applicants by your advertising practices for the following" :

	Yes	No
Unskilled	82%	18%
Semi-skilled	65%	35%
Apprentices	83%	17%
Clerical	92%	8%
Cadet	89%	11%

The greatest difficulty was experienced by those employers who relied on word of mouth, family and friends, employees or gate enquiries. Generally, many are satisfied with these selection methods but as a group they were marginally less satisfied with their methods of selection compared with those who used Newspapers, C.E.S., Trade Association, and radio. However, it is usually the larger, more visible companies who use the latter and smaller ones the former. This could affect the quality of applicant in favour of the larger company.

There are some specific problems which emerge on advertising and selection. Most firms in the printing trades can attract sufficient numbers of quality applicants but one firm, which used newspapers and the C.E.S., said :

> "Advertising tends to bring in a lot of unsuitable Year 10 school leavers when we want high quality Year 11 people".

This is the more surprising since the tasks given to their apprentices are the most skilful and challenging seen in that industry.

Another firm which advertised jobs for both fitting and electroplating apprentices found no difficulty in attracting high quality applicants for fitting, but could not even get sufficient numbers, let alone suitable quality applicants, for electroplating.

This is a large, well-known company which relies solely upon newspaper advertising for all job classifications. The example highlights the lack of adequate knowledge about that trade available to young people and the problem of getting suitable applicants for little known jobs which are identified by school students as low in status.

The survey reveals a variety of advertising practices. All companies were asked :

Table 10

How do you make vacancies known to school leavers?

Method	No. of Companies
C.E.S.	28
Newspaper	26
Gate enquiries	23
Word of mouth	19
By employees	18
Family and friends	16
Local schools	14
Other*	7

* includes consultants, radio, trade associations

Parents, schools and young people frequently say :

"It's not what you know but who you know"

which enables young people to hear about a job and to be selected, at least as far as the interview stage.

The table above shows that many jobs are made known through informal means which could roughly be assessed as a "who you know" method.

The figures also suggest that parents and young people who use newspapers and the C.E.S. are more likely to hear about jobs in 36% of these manufacturing enterprises than those who do not. In other words, they are unwise to ignore these conventional methods of advertising.

Although the majority of employers are "very satisfied" or "satisfied" with their methods of advertising, it frequently emerges that they find the informal methods save them time and money because they reduce the total number of applicants to be sifted and interviewed, even though they also reduce somewhat the range of quality of applicant.

Officially schools tend to state that it is not the role of the school to find jobs for school leavers. In actual practice some of them did expect to become involved in doing so through work experience and other contacts with industry. The young people were asked :

> "To what extent do you think the school should have been involved in your transition to the job you now have" -

Much More	More	Same	Less	Not At All
29%	32%	35%	0%	4%

The additional involvement they expect is that the school should have been able to point them to actual vacancies or to firms which had unadvertised vacancies.

Some employers want to become more involved with local schools in order to advertise job vacancies at the schools and to enlist assistance from school in obtaining more suitable applicants. Some indicate that this is already happening through their participation in work experience.

This is a very complex issue. If schools devote time and energy to actually locating vacancies then they are going to spend less time on other more important aspects of their task. The location of vacancies is the specific responsibility of the Commonwealth Employment Service. If schools devote resources to it then they are duplicating that service. It is one of the matters which should be dealt with in formulating a school policy on Career Education and Transition, and one which ought to be decided by each school in collaboration with the community, including parents, employers and the local C.E.S.

Another aspect of school policy which affects young people's ability to effectively seek jobs is the liaison between parents and school. While most schools attempt to make contact with parents if a problem is perceived by the school, many schools said that they did not try to integrate parents into the transition efforts of the school. (Table 132, Part III). Of the 47 schools surveyed, 58% answered "No" to this question. School curriculum committees, principals and school councils should consider this aspect of school policy in the interest of the students in the school.

As long as unemployment is high among young people it is a problem that needs to be considered and openly discussed by school councils, parents and teachers. It could be that a period of unemployment is less undesirable for a young person than the experience of being intensely unhappy in a job they are forced into by the fear of being out of work. One young boy described himself as "trapped" into a job as an apprentice carpenter, a job found for him by a family friend, because he was frightened to leave or to return to school in case his parents made him leave home, which they threatened to do if he was unemployed at any time. His employer was aware that he was not really keen on the work and was also keeping him on to satisfy the boy's family. Meantime, other young people are no doubt very anxious to find such an apprenticeship. There seem to be a number of "losers" in this case. It is possible that his parents could have been helped by discussions with other parents, people from industry, teachers and other young people.

9. SELECTION

Following their applications for a job 54 of the 58 young people in this study underwent a selection interview. Of this 54, 11 were tested as part of the selection process.

Employers in the study provided evidence on how they differentiated between successful and unsuccessful applicants. This section discusses the major issues relevant to selection. Young people, parents and schools are very interested in employer selection procedures. They sometimes over emphasise how the young person might suit the employer and do not pay sufficient attention to whether the job is likely to suit the young person. It is just as important that young people learn to evaluate that, as it is that they learn how to satisfy employer selection criteria.

It is often said that employers are demanding unreasonably high academic qualification. An often repeated comment by teachers is : "They all want HSC for apprentices". The evidence from this study would contradict that statement. Only one employer states that he looks for an apprentice with HSC and, since he expects one of his apprentices from each year to go on to a diploma at the end of his trade training, that is a reasonable requirement. However, a number of firms do prefer to recruit apprentices from year 11 rather than year 10. Of those employers who recruit apprentices, 36% said they prefer year 10 compared with 61% who said they prefer year 11. (Table 117, Part III). Employers frequently state that this preference for year 11 is because they want more mature applicants and find year 10 exit students lack concentration and are less ready for the work force than those who had completed year 11.

Furthermore, in selection, academic results are not the most significant criteria for selection. Each employer was shown a list of twelve selection criteria. The most significant of these, in order were :

Table 11

	% of respondents classing it as significant
Attitude to Work	100%
Interest in the Job	95%
Aptitude to the Job	89%
Dress, Manner & Grooming	83%
Personality	78%
Parental Interest	73%
Academic Results	65%

The employers are interested in the person's attitudes, interests and general personal attributes both at the point of selection and when assessing whether a person is a satisfactory employee or not.

Some companies recruit various types of applicants based on the variety of expectations they have for their apprentices :
a percentage from Year 10 whom they expect to remain on the bench,
a percentage with Year 11 whom they expect to later move into technician course and a few with HSC who might later be nominated by the Company for diploma level courses.

One of the most hotly debated selection issues in schools is the use of the school report.

Employers were asked :

Table 12

"Did you examine his/her school report?"

Yes	No
56%	44%

The responses to this question are more useful if they are broken down in the following way :

Number of firms responding

Yes				No			
Appt.	Clerical (inc. Cadet)	Unskilled	Cadets	Appt.	Clerical (inc.Cad.)	Unskilled	Cadets
16	6	3	5	2	5	17	-

Employers of 4 unskilled were unable to state whether they had examined school report or not.

Understandably, the school report is used more widely when the position sought is more skilled. However, employers do not place as much emphasis on the school report as teachers believe they do.

In most cases those employers who were dissatisfied with the school reporting system did not hold that against the applicant. (Tables 80 and 81, Part III).

There are a variety of school reporting procedures in use in the schools in the sample. One of the findings of the investigation is that young people are using their school report in the process of obtaining a job, even though most schools state that they prepare these reports as a confidential document for parents and students. A number of schools were reviewing their practice and experimenting with new forms of reporting in an attempt to find formats acceptable to all the groups who make use of the school report : students, parents, teachers and employers. One school is preparing two report formats, one for the use of students and parents, the other for the use of potential employers. This latter is not a reference or a summary of results but a form which shows the students grade in each subject and a brief comment by the teacher of that subject.

No matter what schools say on the issue, employers are going to ask to see school reports on school leaver applicants for certain positions, just as they will demand references from previous employers for older applicants.

The type of presentation most favoured by employers is one which gives either marks or letter grades for each subject and follows this with a brief comment written in person by the class teacher on the student's attitude, aptitude, and achievement in the separate skills expected by the teacher in that subject.

Some employers also favour a cover sheet over these subject reports which gives a summary of marks or letter grades.

The least favoured report form is one on which teachers tick a series of boxes. "Those terrible grid systems where teachers have to tick a whole lot of boxes".

Employers generally are reasonable happy with the system in use. (Table 81, Part III). Of the particular reporting system of the young person's last school they said :

- "I do use school reports and I find they are very revealing about the young person."
- "Generally quite satisfied."
- "Very good reporting system covering all aspects of the children's performance."

They often regard the comments by teachers as more important than the mark or letter grade. This is consistent with the relatively higher significance in selection of such criteria as personality and attitude compared with academic results. Some would like to see an indication of the average mark or letter grade for the class in order to get a better idea of whether the young person is above or below average in each subject.

A very serious problem for some employers, who select apprentices in October/November for apprenticeships commencing in early January, is that the student's end of year report is not available until too late. They are worried that the mid-year report is less reliable than that issued at the end of the year.

Any school which does not furnish students with regular written reports is making it more difficult for their students to compete in job interviews.

Many schools prepare a School Reference for exit students which they believe can be used by students in place of their school reports when attending interviews for employment. These references are usually general in nature and do not detail subjects with marks or give comments by subject teacher. The employers who commented on this did not find them a suitable replacement for a normal school report.

Ongoing discussion between schools and companies in the local area as well as discussions between employer organisations and education authorities on the question of school reporting would seem to be the best way to overcome problems associated with the design and use of school reports.

The problems experienced by young people in finding jobs to apply for and in convincing the employer that they are the most suitable applicant have led schools to devote considerable energy to teaching students how to apply for jobs and how to perform at an interview. (Table 133, Part III). The evidence of both young people and employers in this study shows that this is being done very well. The young people rated "knowledge about job interview techniques" as the aspects of industry about which they were best informed. (Table 106, Part III). Employers rated the young people's ability to satisfy an interviewer as one of the most satisfactory aspects of his knowledge about industry. (Table 104, Part III). The schools were asked whether they provided help for students in job application and interview techniques, and 41 of the 42 schools said that they did.

The employer was also asked how satisfactory all applicants were in respect of specified selection criteria shown to them by the interviewer. These criteria were identified from the Western Australian study[1] as those most commonly used by employers in selecting young persons.

In the case of the young people whom they had employed, employers in the VCM study found them very satisfactory. Of the young people whom they had interviewed, those rejected for positions as well as those accepted, they were relatively satisfactory on :

- dress, manner and grooming
- academic results
- references
- personality.

They found applicants slightly less satisfactory on :

---

1. University of Western Australia and Education Department of Western Australia, The Attitudes of Employers Towards School Leavers in Western Australia, December 1978.

- attitudes to work : 18% unsatisfactory or very unsatisfactory
- interest in the job : 11% unsatisfactory or very unsatisfactory.

(Table 115, Part III).

The study shows that employers were quite clear in their demands in respect of the above criteria. When employers are quite definite about what they want then young people and schools seem to respond by meeting their requirements. However, when a particular criteria is highly valued by some employers and of no interest at all to others, more employers are dissatisfied with the quality of young applicants.

The greatest discrepancy in employer requirements concerns parental interest as a criteria for selection. (Table 113, Part III). It is not really surprising that they found more young applicants "unsatisfactory" on this criteria since the sort of response employers wanted from parents varied from :

- "I never want to see them or hear from them" to
- "I never engage an apprentice whose parents do not accompany their son to the interview".

How can parents respond as the employer expects when his expectations vary so widely? If a company expects a display of parental interest as a significant selection criteria, and some do expect it, they surely have an obligation to say so in advertisements or when arranging selection interviews.

At the point of selection, references were considered valuable by a sufficient number of employers to confirm the need for young applicants to solicit them wisely.

They were valued more if they revealed the young person's role in community activities such as sport, youth clubs, scouts and so on. Although work experience reports often were said not to be significant, this is because they are produced by relatively few students when they seek employment. Where they are offered at an interview they are regarded highly. Many employers ask for them but are surprised to find that the young person has lost the report or has not bothered to get a copy of it from the school. Obviously, schools should ensure that all students who do work experience have this evidence to use if they wish.

Students about to leave school frequently apply for employment with large firms and organisations which use tests as an initial screening device. Teachers and students are familiar with the following selection procedure. In a large organisation a thousand prospective apprentices sit for a battery of tests and only a few hundred are selected from that for the next step in the selection which will result in about twenty of them gaining an apprenticeship. This experience of testing has tended to give teachers the impression that such systematic testing is used by most employers in order to screen out those who will not be interviewed and that the testing is a highly significant factor in the selection process.

The firms surveyed in the study represent a cross-section of large, medium and small enterprises. Only 25% of these firms use any type of testing at all and most of those who do use tests use them in a different way from that described above. (Table 6 and 7, Part III). For example, one firm interviewed all applicants, decided on the basis of this, the most suitable 5, gave them an arithmetic and manual dexterity test and used the results only to eliminate anyone who was clearly unsuitable to their needs. The successful candidate was then chosen on the basis of a second interview.

The tests used cover, in order of frequency, literacy, numeracy, general intelligence, mechanical aptitude, general knowledge and manual dexterity. Six firms use the ACER Clerical Aptitude Tests and 8 gave applicants a standard typing test when selecting junior clerks or typists .

Tests were obtained from industry associations, ACER, the companies own personnel departments and private consultants.

Some of the fears about testing expressed by teachers reflected in the attitudes of school leavers are the result of the great secrecy which surrounds the content of such tests in Victoria. This secrecy is not a feature of selection tests in other parts of Australia, for example, in the Woollongong/Port Kembla district in New South Wales. Greater contact between employers who use tests and teachers in schools could generate discussion on the tests. This would seem desirable as it would lessen the fear of the tests and could result in the tests being more up-to-date and more allied to the content of apprenticeship training. Similar discussions in Woollongong have also resulted in some adjustment to course content in schools.

In response to a question on how useful they found test results some employers responded :

- "use as a guide only"
- "they are about as useful as school reports"
- "just to compare applicants".

Tests can be used to establish qualifications essential to the job which are not part of a school programme. One example of such a test is the SRA Dexterity Test used for production workers by two firms.

There are other aspects of the process of finding vacancies, choosing or being chosen for a job and adjustment to the job, which could be examined more carefully by both employers and by schools. Possibly some of the energy presently devoted in schools to teaching students to compete for a job could be redirected into these channels.

In the section of the report on Career Education the point was made that during the adolescent stage young people become increasingly aware of the realities of the labour market in which they are about to offer their skills, enthusiasm and capacity to be trained. The school, in co-operation with parents and other community groups, has a vital role to play in seeing that students have a sound understanding of what work is available and of how they can find the place in it most likely to give them satisfaction. So far, this section has dealt with the way in which employers select young people. The other side of the issue is how do young people select employers, or at least, as to how they decide to apply for a particular job with a particular firm. There is a general assumption underlying the practice of many careers programmes that young people decide what job they want, such as electrician, accounts clerk, carpenter, and then apply widely for the appropriate vacancies. It is widely recognised that this does not always lead to the desired outcome. Most of the young people in the study had jobs in mind during their last year at school quite different from those in which they are now employed.

Sometimes the young person had made a satisfactory adjustment. One example, was a boy who had completed HSC and applied unsuccessfully for a diploma course in horticulture but who was very satisfied with his job as an apprentice gardener.

Sometimes the outcome is not so satisfactory for the individual concerned, as is shown by the words of this young machinist in a clothing factory :

> "Before I left school I wanted to be a secretary. I loved typing, liked telephone work, I liked meeting people. This is not what I really want and I'm unhappy here.
>
> When I came they said I would move around and try out a number of jobs and be apprenticed as a cutter if I was suitable.
>
> It hasn't turned out like that".

These adjustments are not necessary only in periods of high unemployment. Even when there is sufficient employment for those who seek it, individuals have to amend their own plans in the light of the work available. For most individuals there are more and less desirable compromises. Teachers and parents do not seem, at present, to be sufficiently well informed about the opportunities in manufacturing to be able to guide young people towards the more acceptable compromises, like the one first quoted, and away from the less desirable ones like the second example. From the study it is found that classroom teachers, form level co-ordinators, parents and other family members are as significant in the process of compromise as are teachers trained in careers work. (Table 146, Part III). Therefore all these people need to be more aware than they are at present of the employment prospects in industry. Responsibility for improving this awareness rests with both education and industry. The effective exercise of this responsibility by both groups is one of the likely outcomes of greater collaboration between industry and schools and of renewed commitment by both to providing the resources for such collaboration.

There is still room for young people to exercise their right to select their employment and to re-select if their first choice is not satisfactory, but some of the young people are not being helped to do this very well at present.

10. INDUCTION

One of the most important aspects of a young person's transition from school to work is how they are first received by the men and women in the work place. People in industry are fond of describing the factory or plant as part of the "real" world and implying, by their use of this term, that the work place is cold and hard. Some teachers seem to imply a similar judgement on the work place. For example, one work experience co-ordinator advertises work experience on a notice board and makes the process of placing students as impersonal as possible "so that they know what it's like out there Yet in the study most places of employment are characterised by a warm and caring attitude toward young people starting their first job. If schools were more aware of this, and if teachers were able to discuss with students the means by which industry seeks to make new recruits feel comfortable and welcome, some of the fears young people feel about taking this big step from education to employment might disappear.

The employers were asked what steps they took to assist young people with any problem they had in the work place and how they attempted to assist new young employees to identify with the company. The responses reveal that employers are aware of the problems which make young people unhappy when they begin work. For example, the owner of a medium sized fabricated metal firm answered :

> "We have a generally caring attitude and try to give them a pride in their work by organising the factory work so that a young person does a job from start to finish. They become involved and see that a quality product is being produced. That helps them to see that their own work is useful".

The young boy employed there demonstrated how true this was when he showed the interviewer round the factory and pointed with pride to the stack of completed goods and explained in detail how they were produced.

In most companies the young person is placed with a supervisor who keeps a special eye on the new employee and takes a close interest in their welfare. Often they are working in quite a small group of people under the supervision of an experienced and trained employee.

In large companies the Personnel Department is also responsible for new employees orientation to the company. One manager said the industrial nurse kept a special eye on young employees. "She's nosy and heavy on tender loving care". Part of the training for supervisors assists them to carry out their role toward new recruits.

Only 48% of the 42 companies ran a formal orientation programme but whether they did so or not the young people were generally satisfied that they had been adequately informed about such details as awards, pay rates, job description, and safety. There were some exceptions. (Table 29, Part III).

In a few cases young people believe that their supervisor is over concerned with such rules of discipline as not talking on the job, strictly observing tea breaks and the achievement of work targets. For example, in a clothing factory the employer was dissatisfied with the rate of work of a new girl and the young machinist felt that her employer was only interested in her rate of machining on buttons.

Although the employers described a number of positive steps they were taking to assist the transition during the young person's first few weeks at work, some of them believe that they could be doing more.

The best indication of the success of these methods is the enthusiasm of most of the young people for the work they were doing. For example, the young apprentice who lectured the interviewer at length about the new technology in his industry and the exciting ways in which his firm's products were being used by the building industry. That company had certainly assisted him to feel himself to be an important part of their organisation.

11. JOBS FOR YOUNG PEOPLE AND PROSPECTS FOR THE FUTURE

Availability of Unskilled Jobs

In many manufacturing enterprises there are no positions available for unskilled young people. (Table 4, Part III). A quarter of the firms surveyed said they never recruited juniors into unskilled jobs. The firms were asked to state how significant each of seven factors was in their practice of not recruiting school leavers from unskilled jobs. The only significant reason given was :

> "no job suited to under 18 year olds".

This usually meant one of two things. The Award does not provide for any workers to be paid a junior wage, or the unskilled jobs all involved the lifting of weights in excess of the maximum allowed for juniors under Department of Labour and Industry regulations.

Some employers who do not give unskilled jobs to juniors believe that older workers are more reliable, but only 5 actually stated it as at all significant, and only one said it was an extremely significant factor in not taking school leavers into unskilled positions.

In the footwear and clothing industries, where a large number of firms were unable to take part in the study because they didn't employ young workers, it was sometimes stated that this was because they find young workers less reliable than older people.

If more jobs in manufacturing are going to be made available to school leavers, the unskilled category will need to be more open to them. The trend to increase the number of apprenticed persons is never going to escalate to make more than a dint on youth unemployment. In order to increase the access to unskilled jobs for young people, employers would need to be convinced that young people can be reliable and satisfactory employees, and that they can select the unskilled person who will be suitable at a low cost.
If industry was convinced on these points, and was given some incentive to re-examine the allocation of tasks to jobs in a particular enterprise, then some of the barriers to the employment of young people could be lowered. The Awards which do not provide any junior rates could be amended if unions were serious about the need for young people to have increased opportunities for work. Those enterprises where work is organised in such a way that no job in total can be done by a designated "junior", could re-design tasks allocated to jobs. This is expensive, and while some firms may do it from social conscience, others would only do it if it brought financial rewards, such as relief in payroll tax. One very large company, motivated by a sense of social responsibility, has recently begun such a re-appraisal. It had not involved loss of jobs to adults as they had previously found it hard to fill the adult jobs. Another has recently eliminated the only "junior" jobs in the interests of greater job satisfaction for the majority of its workers. The question is certainly not one where the issues are simple.

Types of Work : "Unskilled"

In the clothing and footwear trades a large number of young people are employed as machinists. Generally they are trained on the job, sometimes with Government subsidy. Some are trained under the "Skills in Demand" programme, and therefore technically commence work as semi-skilled. Although not formally an apprenticeship, the machining is a skilled task.

In the sample, junior machinists made up the largest single group of young people in "unksilled", i.e. non-apprentice jobs. Other "unskilled" jobs seen were press setting, materials handling, mixing, trimming, storeman and a few more unusual ones, such as coffin maker.

Some examples of unskilled jobs of young people in the survey :

'Albert' is a storeman. He measures the volume of an order, and makes a packing case for the order. He then stacks the goods in the case and stacks the case on a billet.

'Ray' is a decranker in a tile factory. He stands beside a small belt lifting a stack of tiles off and tipping them out of their frame. This is a process he repeats continually.

Training of Unskilled Workers

There is a widespread belief, or is it a fear, in educational circles, that employers want schools to turn out "ready-made" workers able to do just what the employers ask, and that industry is reluctant to invest in training but wants schools to train as well as educate. This is an unfounded belief. Only one employer demanded that secondary schools should train students to suit his requirements :

> "Right from Years 7 and 8 they should learn to use industrial machinery. By the end of 3rd form they would be semi-skilled in this industry".

This was in the clothing industry sample. He is quoted here because he was the only one in any industry who made this or any similar demand.

In respect to young people employed direct from school as unskilled workers, almost all the firms interviewed were investing time, money and effort in training. (Table 32, Part III).

Some industries are so small that their skilled workers cannot come under the formal apprenticeship system in Victoria. Examples of young people undergoing a systematic theoretical and practical training under these circumstances are a confectioner, a coffin maker, and a metal spinner. Young people employed as storemen usually are able to undertake training as fork lift drivers as soon as they are 18 and obtain a certificate valid in all industries. The training of machinists has been mentioned already. All employers questioned were able to give examples of the training they offer. This is mainly on-the-job training, for example, in fibre glass moulding, spray painting, heat treatment and glass bending. In some cases young people engaged as unskilled workers are encouraged by the employer to undertake evening courses in TAFE Colleges to become trade assistants. In one firm this had enabled a group of 8 such young people to be promoted to semi-skilled jobs between 1980 and 1981. In addition, several of the young unskilled workers studied would be trained within the firm to become leading hands and possibly later would undertake supervisor training with AIM or VCM at the expense of their employer. Two examples from the study showed this to be an effective career path. One young man is already acting as a leading hand and another had stood in for the leading hand when the latter was ill.

Prospects for "Unskilled" Workers

These examples reinforce the point that "unskilled" is an inadequate adjective to describe many jobs in manufacturing. Moreover, they show that a young person employed in this classification of job could well be expected to reach supervisor or middle management positions if willing to undertake training and if displaying the qualities sought by the firm.

"I have given 'Peter' a high level of responsibility because he is a good organiser and shows lots of initiative", said of the young man who was acting as a leading hand.

"One of our managers started here as a process worker. 'Stephen' could easily be the same".

However, for many young people, especially girls, there is no such prospect. They are doing routine tasks with no opportunity to learn more than one highly specialised skill e.g. sewing on buttons by machine, and neither they nor their employer ever expect them to go any further. In industries which see themselves as under threat from tariff changes, the pessimism of management infects employees at all levels. The ambition of the workers is as low as the expectations of the employer. (Tables 91, 99 and 109, Part III).

Satisfaction of Employers with Unskilled Workers

It is most surprising to hear employers, one after another, expressing satisfaction with these young people because so much publicity has been given to statements to the contrary. Although many of them still believe that the majority of young people have a poor attitude to work, they usually praised highly the particular young people whom the employ.

- "Very satisfied with his performance"
- "His job involves problem solving and he is exceptionally good at that".

Others were satisfied but had reservations :

- "I'm not sure whether 'Greta' will want to train further".
- "She's good, but we had trouble with her at the start. She couldn't keep up with the output".

It might be argued that these young people in unskilled jobs had been selected from a very big field, but in a number of cases they had obtained the job solely because they knocked on the door when there happened to be a vacancy. Very few of them could have been said to have been "selected" in the sense of chosen, according to a set of criteria, from a large group of applicants for the job.

Apprentices

Selection

Generally, young apprentices were selected after formal advertising, occasionally formal testing and after a screening process of one or two interviews, involving not only a senior person in the firm and a supervisor, but often someone skilled in the personnel and training field.

This more systematic approach is adopted because of the high costs to the company in training an apprentice and the waste involved if a mistake is made.

> "We hand pick our apprentices. If there is anything wrong with those whom we select we are not selecting well and wisely".

However, occasionally an employer was interviewed who had chosen someone almost at random, even thought the cost of a mistake was considerable.

Work of Apprentices

The majority of apprentices interviewed were doing the traditional tasks allocated to first year apprentices. They are doing relatively unskilled tasks. The apprentice frequently spends two or three months with one supervisor and moves on to another to get a feeling of the place.

Quite a few of them were employed in maintenance departments and at least one fitter was disappointed that his job would not involve as much machining as he would have liked.

Observation of the departments where they worked, and conversations with factory managers and others showed a considerable variation in the work done by apprentices. Many of them were about to be trained to use the new, more sophisticated machinery being installed. Supervisors frequently said that young tradesmen are used on these machines because they were more alert to learn new ways, more easily trained and less set in their ways than older tradesmen. Often the firm had attempted to select boys with a high level of general education in maths and science to Year 11. In a few cases they had deliberately selected boys who had done technical school Year 11 courses in the relevant trade discipline. Both these actions were taken in order to obtain young people who had capacity to be trained in the new technology.

In addition, a number of firms had sent their apprentices, at company expense, to "familiarisation" courses of one month's full-time duration held in January at a Technical College. Several others said that they would do that from 1982, selecting their apprentices early enough in 1981 to have them commence the course in January 1982.

Generally, it could be observed that apprentices are expected to develop as more highly skilled workers more rapidly than in the past. They will be expected in the near future to be able to programme, operate and maintain computer controlled machinery. Clearly, this is an upgrading in the nature of their work as tradesmen and reinforces the need for recruits into apprenticeship to have a stronger academic background than many have had formerly.

For example, in a large glass working firm, the factory manager, who had completed his apprenticeship only ten years ago, said that during his apprenticeship he had not used one of the skills or any of the machines now being used by the young apprentice being interviewed for the study. The technological revolution in that industry was by no means complete and this young apprentice was required to be highly adaptable and to learn quickly.

In another industry, the employer was worried at the deskilling of his trade. He was a tradesman himself, and regretted that, in order to compete in a tight market, he had to use his tradesmen and his apprentices as "mass producers" rather than on quality work.

In a third industry the young apprentice shoe tradesman said,

> "Being an apprentice here is just like being a production worker anywhere else",

a view confirmed by the interviewer's observations.

Future Training and Prospects

With very few exceptions, the employers expect their apprentices to be ready to undertake further training both in technical colleges and within the firm, once they had qualified as tradesmen.

Table 13

They were asked : "Do you want some of them to qualify for trade technician or certificate of technology (middle level) or higher technician)? -

Yes	No
75%	25%

This expectation is closely related to the practice of recruiting young people with a higher level of education.

In addition, 13 employers stated that some of their tradesmen could be later offered the opportunity to do tertiary study. In all cases where technical or tertiary study was expected, the firm offered incentives to employees to do those courses. (Table 39, Part III).

It is clear that employers expect to invest heavily in the training of apprentices both now and in the future, and generally to satisfy the firms need for more highly trained technical staff through their own firms training policy and at their own expense.

Some are very critical of the Government commitment to training in industry. They said that other types of education were wholly paid for through taxation but that trade and higher trade training was undertaken largely at the expense of private industry. The costs to the company of this are not always easy for them to quantify and generally they believed the benefit would offset the investment.

Consistent with this commitment to training, the employers state high expectations of their apprentices. They were asked :

"Do you expect/want some of them to become supervisors and/or junior managers eventually?"

Yes	No
84%	16%

Almost without exception, they were convinced that the young people whom they were training were capable of fulfilling these expectations. It is very reasonable that one of the stated criteria for selection was "ambition" and one of the looked-for capacities in applicants is "adequate career path knowledge".

In this regard there is a uniform pattern of high employer expectation but not a matching level of ambition in the young apprentices, most of whom do not expect to reach supervisory or managerial level even if they stayed with the company for the next 10 years. (Table 45, Part III). Their ambition was only to complete their time and become tradesmen. This is quite contrary to the view stated by some employers in other surveys that young workers all want to be the boss. One company which had been disappointed in the past is hopeful that this year's recruits would be more ambitious. Last year none of their new electrical tradesmen had been willing to commence the Technician's Certificate Course in Electronics which the company required them to do for its future development.

On one expectation both employers and employees are united. They were asked how long they expected to be with the company and most young people are anxious to stay at least 5-10 years, while most employers are hoping for them to stay at least that long. (Tables 10, 13 and 22, Part III).

Clerical

A small number (12) of the young people were working in clerical positions. These ranged from two post-HSC students, both of whom were doing part-time tertiary study in Business/Accounting, to a 15 year old junior girl filing clerk in a large company.

The small number of people concerned and the range of their jobs make generalisation difficult.

Smaller firms expect all their clerical staff to be versatile and able to perform skilfully all types of office tasks. Several firms had recruited young girls from Year 10, girls who had only done personal typing at school, and were not satisfied with the quality of person they had selected. These girls are not able to undertake the range of duties expected of them and, also, are reluctant or unable to benefit from the training the firm is giving them. The problems resulted in part from inadequate selection procedures. Both of them were daughters of employees who had requested that their child be given a job.

Although typing and clerical aptitude are fairly easily tested, not all firms employing juniors straight from school use these tests. Some firms are unaware that they could obtain them. Others prefer to rely entirely upon the information provided by the school.

Those firms which are very satisfied with the junior clerical staff had recruited them from Years 11 and 12.

More open communication between companies and schools could assist in overcoming the problem of quality of applicant. In general, the job of the young clerical worker in manufacturing industry is interesting, challenging and involves the exercise of initiative.

Prospects for further training and promotion are often very good especially in larger firms. In possibly all these aspects prospects are better than in many large commercial organisations. However, almost all these young people said their first preference had been for the latter type of firm. The poor image of manufacturing is therefore another factor depressing the quality of applicant attracted to clerical work in manufacturing.

Cadets

Only 11 firms said that they use this classification in recruiting young people straight from school. Generally, these firms were asking for HSC as a pre-requisite.

Table 14

"What level of education do you expect them to have?"

	Total Number of Firms
Year 12	9
Year 11	1
Year 10	1

Some were recruited for sales work. Others were recruited for laboratory work, production planning, or as "management trainees". The nature of training programmes varies but was generally a combination of technical or tertiary institution together with in-plant training.

"Paul" is a cadet in a medium sized printing plant. Last year he completed HSC, including the course in Graphic Communication. He is employed in the Production Planning department where he is being trained to schedule the orders to ensure maximum use of the machinery in the plant and to ensure that orders are completed in the minimum time. Part of his job is to see clients and to prepare rough sketches of the client's requirements which are then "worked up" for the client's final approval.

Many of the young people in this group had expected to undertake full-time tertiary study when they left school, and had not imagined themselves as likely to find satisfying jobs in industry. Their employers are extremely satisfied with them. This is to be expected, because their selection had usually been systematic and thorough. All the cadets are also very pleased with their job and sometimes surprised at how interesting it is.

Employment - Male and Female

The sample includes 23 females and 35 males. The breakdown into the skill categories is as follows :

Table 15

	Unskilled	Apprentice	Clerical	Cadet
Male	12	18	2	3
Female	11	0	10	2

In general terms, prospects for male unskilled workers are better than those for females. The majority of the former are in more buoyant industries. Although female workers could gain promotion to leading hand or supervisor the young girls are pessimistic about their own prospects. In those areas of manufacturing, where female workers are exclusively involved in process work, this pessimism is confirmed by this investigation.

Some of the junior clerks have sound career prospects. Of those whose prospects are limited, one was male and five were females. In that this is 50% of males and females in this part of the study there does not seem to be any discrimination by sex in this small group of clerical workers.

Two of the cadets have limited prospects, one female, one male. Of the apprentices, 16 of the 18 have a good chance to eventually become supervisors, if they want to do so. An apprenticeship successfully completed also gives the young person a marketable skill.

The lack of representation of females in the apprenticeship group and the relatively poor prospects of female unskilled workers compared with male unskilled workers suggests that females in manufacturing have fewer prospects for promotion.

If women's prospects for promotion and for the acquisition of marketable skills are to be improved, then they do need to be given better access to apprenticeships in manufacturing.

12. JOB SATISFACTION

The transition from school to work is a process which is difficult to define in terms of when it begins and when it ends. For the purposes of this study it was stated that the young people should have been away from school less than twelve months. Generally, the young people interviewed had been at work for a period of between two and six months. Anything said about job satisfaction has to be understood in that context. There could be a case for saying that the transition phase of their lives extends beyond the first year at work, and for collecting additional data on the job satisfaction of young people when they had been employed for one or two years.

There are a number of key factors which influence the job satisfaction of the young worker and thus the extent to which this phase of transition is smooth.

Reference has been made in Induction to the contribution of the employer in organising his enterprise to make new workers feel part of it, and in ensuring that the young worker's early days at work are as trouble-free as possible. If these steps are successful the young worker is more likely to experience a high level of job satisfaction than if they are not.

Although it was found that many of the young people had originally said at school that they wanted jobs other than those they were doing when interviewed, most of them began in the company at about the level they had expected to, in the light of their standard of education and their understanding of employment opportunities.

Table 16

What were your expectations about the level at which you would commence employment in this company?

Much Higher	Higher	Same	Lower	Much Lower
2%	9%	74%	13%	2%

Did you think your qualifications would have suited you for a job at a level?

Much Higher	Higher	Same	Lower	Much Lower
0%	16%	72%	10%	2%

An important element in job satisfaction for most employees is whether they feel reasonably secure in the job, or whether they are fearful of being put off. The young people stated :

Table 17

Generally, my feelings of security in the company are -

Very positive	Positive	Neutral	Negative	Very Negative
40%	48%	12%	0%	0%

This feeling of security in the job is also reflected in their response to the statement :

Table 18

At the moment, I expect to be with the company :

<1 year	1-2 years	2-5 years	5-10 years	most of life
4%	14%	45%	23%	14%

Their feelings of security are confirmed by their employers' satisfaction with them as employees.

Another element in job satisfaction is whether or not the worker feels competent to do the tasks required in the job.

Table 19

Currently, my general feeling of competence in the job I am doing is -

Very High	High	Satisfactory	Low	Very Low
40%	44%	14%	2%	0%

Each of the young people was asked to estimate their own level of job satisfaction.

Table 20

Currently, my general level of satisfaction in my job is -

Very High	High	Satisfactory	Low	Very Low
50%	20%	26%	2%	2%

Their answers to that question are interesting to compare with the answers to another question which asked :

Table 21

At the moment, I would like to be with the company -

1 year	1-2 years	2-5 years	5-10 years	most of life
5%	13%	29%	24%	29%

These bare figures are amplified by some examples of varying levels of satisfaction experienced by the young people.

One apprentice told the interviewer that he had recently been offered a job with another company to commence in the trade he had originally wanted when he was at school. He had rejected the offer because he could see that he had excellent prospects with his present employer and believed that his industry was one with a good future.

Another apprentice is doing a trade he enjoyed but thought he would only remain with the firm until he was qualified. He said that even the tradesmen in the firm were gaining experience in a limited number of the tasks required by the trade and he wanted to go to a different firm in order to broaden his experience.

A trainee accountant is very happy in her job and enjoys the atmosphere in the company. She recognises that they are giving her sound practical experience but when she has completed her degree she would apply for other jobs because there are not many opportunities for promotion in this small company.

Another young clerk was not so happy in his job. He feels that the office manager does not like him and gives him only routine tasks. Although other workers in the office have lower formal qualifications, they are given more interesting work and more responsibility.

In order to make some generalisations about the relative importance of various factors contributing to the young people's job satisfaction, the young people were asked:

Table 22

How significant in your current attitude to your job are the following :

	Extremely	Decidedly	Sig.	Slightly	Not Sig.
Relationship with Supervisor	48%	28%	14%	5%	5%
Relationship with fellow workers	57%	26%	8%	4%	5%
Relationship to job itself	66%	16%	14%	4%	0%

This Table does emphasise that the actual tasks performed in the job are important to these people's job satisfaction.

In trying to improve the transition experience it is important to help young people to choose a job wisely if they are to be as satisfied with it after the first six months.

The employer contributes to job satisfaction by the sort of work given to the young workers. In one firm the employer explained that they gave young apprentices more opportunities to work on installations outside the factory than their skill could justify. The opportunity to travel and the interest generated by seeing the finished product, increase the apprentices' satisfaction in their work.

Another firm organises the lines of communication between offices in different States on the basis of contacts between the clerks in the respective departments rather than between the managers of the departments. The young girl interviewed is expected to write to her counterpart in Queensland when checking orders. The office manager said this encourages a sense of responsibility. It made "Cathy" feel that she was a valuable link in an Australia-wide enterprise.

A young person, whose supervisor expects to work unceasingly, "head down, bum up", at a dull and repetitive task, is most unlikely to respond by expressing a high level of job satisfaction.

Employees who are kept in ignorance of their employers' plans for their futures, whose jobs are routine like the one just described, and who are discouraged from asking questions, are likely to respond by high absenteeism and lower productivity. Both these are signs of a low level of job satisfaction.

On the other hand, some firms which have a large number of fairly routine production jobs do improve the level of job satisfaction by fostering a friendly atmosphere. One girl whose clerical job was repetitive and rather dull said she was very happy with her job : "the people are really good", "they look after you", and "I've learnt to get along with people really well here". The management believed that they had to foster this source of satisfaction.

One employer said after the interview "We are not in the happiness business". Nevertheless, he organises the production in his factory to make sure that each employee works on all phases of the processing of an order. This makes his young worker feel very satisfied with his work. It also makes good business sense. "Russell" said he felt his job was important and is looking forward to having his indentures signed.

It is the employer's role, once the young person has been employed, to enable as much job satisfaction as possible. The school does contribute to this, in that it has a role in helping the young person to make a sound choice in the first place. The school can also help or hinder young people to develop the qualities of adaptability and capacity to get on well with other people, which will affect their satisfaction in a job after they leave school.

In the interviews many of the young people indicated that they felt they were valued in the work place. A few of them compared the care given to them at work with the lack of care they had experienced at school. A factor influencing this could be the relatively small groups under a single supervisor in many firms, compared with the average class size of between 20-30 students. Even in large organisations the young person identified with a small group, such as the maintenance department or the electrical shop. This breakdown of the large unit into manageable sized groups contributes to job satisfaction in a positive way and facilitates communication within the firm.

13. CONCLUSION

This study examines the school to work transition process as it is revealed in the experiences of a particular group of young people currently employed in manufacturing industry.

There has been a substantial amount of data collected through the study. This report summarises the most important aspects of that data.

The transition experiences of the young people in the study vary widely. Some individuals were able to identify very few points of friction in the change from full time education to full time employment. For example, an apprentice electrical mechanic whose previous school provided a sound year 10 work orientation programme stressing work values, sound learning and an introduction to a wide variety of work, who is now working in a firm which sets very realistic goals for its young employees and which wants him to take an electronics technician course after basic training. The only problem this person identified was that no one at school had the time to give him individual advice on his career decisions.

There were also those who have made a successful transition to work, which would not have been expected from their school experience. For example, the young man, working as a cutter, who has made a markedly favourable impression on his employer and is very happy in his job, who, at school, was infrequent in attendance, often bored and rarely judged satisfactory in performance.

Other individuals experienced problems at almost every stage of the process. For example, a young girl, working in a trimming section of a factory, who thought she had been employed with the prospect of an apprenticeship and who couldn't communicate with her supervisor whom she felt expected too much of her. She was afraid to take a day off when ill because she thought that "got her into trouble". At school she had done a secretarial course where a senior administrator described her as a poor student with unrealistic expectations.

Or another Turkish girl who had been forced to leave school by her father because the next year's course involved a unit in sex education, who was engaged by her family to a young man whom she hardly knew. She was working for a caring employer but he had no understanding of her cultural background. The young girl was not remembered at her academically oriented school only six months after she left.

The majority had negative and positive experiences in their transition. For example, a production trainee cadet in printing, who had decided in year 9 that he wanted to work in the trade, but was never given the opportunity to visit a printing firm or to do work experience. He was well taught in the basic skills of drafting, hand lettering and sketching at HSC. He has pleased his employer with his rapid rate of learning, sound academic background and ability to fit in with the company, though his schooling had not related his graphic training to industry.

The major findings of the study are discussed throughout this report. The recommendations made represent the project officers' opinions as to the direction for future action.

It is hoped that there will be further attention given to the findings and recommendations. One of the major areas requiring particular attention is the development of strategies for the implementation of suggestions made. These strategies need to be developed by all the main groups investigated in this study - schools, education authorities, employers and employer organisations.

The project officers are hopeful that some directions have been suggested by their work. At a school level the major need is the recognition that transition education is a total curriculum issue which is therefore the responsibility of all school staff. The planning of curriculum designed to meet the transition needs of young people is in fact synonymous with the school's major task of providing a general education as preparation for adult life. Included here is the integration of career education, work education and work experience into the school programme, the inclusion of parents and family in the school's work with students, the participation of the school community in curriculum discussion and action, the ability of the school to avail itself of industry and employer resources and very importantly, the provision in the curriculum of a wide range of experiences designed to develop the skills, abilities and attributes of the students and to broaden their understanding of the application of these in their adult life.

At the level of the education authorities, the major commitment should be to the provision of resources and support to regions and schools to enable the planning and implementation of transition education programmes. There also should be a commitment to the development of policy guidelines for transition education in schools, which are currently attempting to devise their curriculum with a substantial degree of uncertainty about appropriate objectives and directions to follow. The strengthening of Regional structures allowing adequate industry-education liaison is a responsibility which education authorities have in conjunction with industry.

Individual companies have a responsibilty to assist education authorities and schools in order to promote the change in secondary education which they believe is necessary. If students are to be better prepared for their employment in industry in such ways as having a better knowledge of private enterprise, a more realistic understanding of the work situation and greater self confidence, companies need to assist schools in achieving those things. For courses of study in schools to be improved and better understood by people in industry, companies need to provide staff and time for discussion of these matters with schools and education bodies.

For employer organisations a high priority responsibility is the provision of co-ordination and support services for industry representatives on education committees. Employers who have served on such committees find it difficult to represent the range of views in industry. They also find it difficult to make the information and experience gained available to companies other than their own. Sometimes such representatives find it difficult to understand the issues confronting the committee they are asked to serve on where most members are from education backgrounds. Employer organisations have a role to play in overcoming these difficulties.

There are issues which have been raised by this investigation which have not been adequately addressed and which require further consideration. In the framing of the recommendations contained in this report a set of priorities had to be established. The recommendations were developed, as much as was possible, as a direct response to the major aims of the study. Some findings of the investigation have not lead to the making of recommendations at this stage, even though some future action is needed.

Of particular importance is the role of family and parents. This study has indicated that the influence of the family in school to work transition is quite marked and that more attention should be given to it by schools. Also there is a pressing need for industry to develop a much better understanidng of the influence of cultural factors on parental and family expectations in the area of school to work transition.

Another very important issue which this study encountered but wasn't able to develop is the significance of the trade union movement at several points in the transition process. Included here is information about unions at the school level, the role of the union in work experience for students and the part to be played by the union in the initial orientation to the work place. This represents a perfect example of the need for tripartite effort including schools, employers and unions in collective responsibility for transition. It is also an example of where some traditional rivalries and areas of control need to be challenged on behalf of young people. This study has indicated that lack of understanding of and apprehension about the role of the union is often a source of considerable difficulty for the young person in transition. No specific recommendation has been made on this matter.

The issue of increased participation by young people themselves at a number of points in the transition process should be addressed. This includes an examination of how schools and employers can allow young people greater influence in the decision making process at school and work.

This study was not designed to isolate for investigation the issue of the employment of women in manufacturing industry. There is no recommendation specifically dealing with the employment of women. However, this investigation has confirmed that there is inequality of opportunity for males and females in employment in manufacturing industry and this inequality should be the subject of action by government, employers, unions, schools, parent organisations, and other interested community groups.

It is recognised that there is a need for the continuation of joint industry-education discussion of school reporting. This process should continue at school, Regional and State levels and should involve teachers, employers, parents and young people themselves.

There is an urgent need for ways to be found to increase the number and range of jobs available to young people in manufacturing industry. This is an area of responsibility for government, employer organisations, unions and especially for individual companies.

As has often been indicated in this report, the development of transition education within the school curriculum and the provision of appropriate school to work transition experiences by schools and employers, is a complex and demanding task. This study has experienced the complexity even of undertaking an examination of the area.

It is cause for optimism that the study has revealed examples of positive approaches by education and industry to the issues involved. The success of the approaches taken serves as encouragement for further initiatives by both groups. Hopefully this study itself will provide encouragement to the many individuals and groups who are making very worthwhile gains in the face of the complexities of the task. It is in this hope that the project officers present this report.

PART III : STATISTICAL FINDINGS

1. Introduction

This section was compiled for those readers who are interested in a more detailed presentation of the findings of the survey. The material has been arranged, where possible, with similar items from the three questionnaires (employer, employee and school) grouped together. This enables the reader to develop a comparative analysis of some of the major transition issues involved. The headings used have been chosen to provide some direction to that analysis.

2. Selection (Advertising, Job Finding)

Table 1

The 42 companies involved made vacancies known to school leavers in the following manner:

Newspaper	26
Commonwealth Employment Service	30
Local Schools	14
Employees	18
Gate Enquiries	22
Word of Mouth	19
Family and Friends	16
Other - Trade Association and Journals	2
- Consultants	1
- Radio	1

Table 2

Their level of satisfaction with each of these methods was:

	Very Satis-factory	Satis-factory	Border-line	Unsatis-factory	Very Unsatis-factory	Not Appli-cable	Total
Newspaper	11	10	3	1	1	16	42
Comm. Empl. Service	4	12	6	4	4	12	42
Local Schools	5	5	3	0	1	28	42
Through Employees	5	9	3	0	1	24	42
Gate Enquiries	7	5	6	2	2	20	42
Word of Mouth	5	8	5	1	0	23	42
Family & Friends	4	7	3	0	2	26	42
Other - Trade Associations/ Journals	0	2	0	0	0	40	42
Consultants	0	1	0	0	0	41	42
Radio	0	1	0	0	0	41	42

Table 3

The employees found out about their jobs in the following manner:

Newspaper	13
Commonwealth Employment Service	9
At School	3
Gate Enquiry	7
Family	16
Friends	11
Word of Mouth	1
Employer	1

(3 used more than one source)

Table 4

Number of companies:-

	Yes	No	Total
- recruiting school leavers into unskilled/ semi-skilled positions	31	11	42
- recruiting school leavers into clerical positions	21	21	42
- engaging apprentices	29	13	42
- having cadet schemes	11	31	42

Table 5

The employers interviewed were asked whether they obtained sufficient numbers of school leaver applicants by their advertising practices.

	Yes	No	Not Known	Not Applicable	Total
Unskilled	23	5	3	11	42
Semi-skilled *	11	7	0	24	42
Apprentice	24	5	0	13	42
Clerical **	23	2	-	-	42
Cadet	9	2	0	31	42

*Although 31 employers reported taking school leavers into semi-skilled occupations, some couldn't respond to this question because semi-skilled usually meant a period of employment prior to application.

**Twenty-one companies reported taking young people into clerical positions. It is felt that the higher figure here, (25), is a result of employers responding in this item to the level of all applicants (junior/senior) for clerical jobs.

3. Selection (Testing, School Reports)

Table 6

Employers were asked if they used formal testing as part of their selection process:

Yes	No	Total
11	31	42

Table 7

Of the 11 who did, the number who stated that they dealt with the following were:

general intelligence	5
literacy	6
numeracy	6
mechanical aptitude	5
personality	1
knowledge of industry	1
general knowledge	3
manual dexterity	5
clerical aptitude	8
typing	8

Sources from which employers obtained their tests:

Industry Association	3
A.C.E.R.	6
Own Company	6
Commercial Sales	1
Private Consultants	2
I.T.C.	1

Table 8

The 42 employers interviewed reported having examined the school report of 30 of the 58 young employees when selecting them. (Apprentice 16, Clerical 6, Cadets 5 and Unskilled 3.)

Of the 58 employees interviewed, 28 reported that the employer looked at their school report when they were being interviewed for the job.

4. Job Satisfaction (length of employment, job choice, level of entry, security, competence, belonging)

Table 9

The employers interviewed reported the following average length of stay of the young unskilled and semi-skilled employees in their company:

< 1 Year	1 Year	2 Years	5 Years	10+ Years	Not Known	Total
3	2	12	10	2	2	31

Table 10

The average length of stay reported for apprentices was:

< 1 Year	1 Year	2 Years	5 Years	10+ Years	Not Known	Total
1	3	10	4	5	6	29

Table 11

For clerical workers the average length of stay reported by employers was:

< 1 Year	1 Year	2 Years	5 Years	10+ Years	Not Known	Total
0	0	4	12	5	0	21

Table 12

Employers were asked how satisfactory the general pattern of length of stay of their young unskilled/semi-skilled workers was:

Very Satisfactory	Satisfactory	Borderline	Unsatisfactory	Very Unsatisfactory	Not Known	Total
9	11	1	3	4	3	31

Table 13

Employers were asked how satisfactory the general pattern of length of stay of their young apprentices was:

Very Satisfactory	Satisfactory	Borderline	Unsatisfactory	Very Unsatisfactory	Not Known	Total
9	5	5	4	1	5	29

Table 14

Employers were asked how satisfactory the general pattern of length of stay of their young clerical workers was:

Very Satis-factory	Satis-factory	Border-line	Unsatis-factory	Very Unsatis-factory	Not Known	Total
8	12	1	0	0	0	21

Table 15

The following responses from the 58 employees interviewed, indicates the extent to which they are in the job of their choice.

1st Choice	23
2nd Choice	24
3rd Choice	4
4th Choice	7

Table 16

Was the job you are in now the only job available at the time?

Yes	No	Total
11	47	58

(There is considerable doubt as to the accuracy of this information on job choice. As the survey proceeded, it became clear that young people would rate their current job as their first choice, even when they had two or three preferences which they'd tried unsuccessfully before. It was the 'first choice' of those offering at the time.)

Table 17

The young employees were asked to report how long they expected to be with the Company:

< 1 Year	1-2 Years	2-5 Years	5-10 Years	Most of their life	Not known	Total
2	8	25	13	8	2	58

Table 18

The young employees reported the following about the level at which they had entered the company compared to their expectations:

Much Higher	Higher	Same	Lower	Much Lower	Not Known	Total
1	5	42	8	1	1	58

Table 19

The employees reported their general feeling of competence in the job they were doing:

Very High	High	Satisfactory	Low	Very Low	Not Known	Total
25	22	10	1	0	0	58

Table 20

They also reported their general level of satisfaction with their current employment:

Very High	High	Satisfactory	Low	Very Low	Not Known	Total
29	12	15	1	1	0	58

Table 21

The young employees were asked how secure they felt in the company:

Very Positive	Positive	Neutral	Negative	Very Negative	Not Known	Total
23	28	7	0	0	0	58

Table 22

They reported on how long they would like to be with the company:

< 1 Year	1-2 Years	2-5 Years	5-10 Years	Most of their life	Not Known	Total
3	7	17	14	17	0	58

Table 23

The young people were asked to state the level of their feelings of belonging to the company they worked for:

Very High	High	Borderline	Very Low	Not at all	Not Known	Total
15	21	17	0	1	4	58

Table 24

The young people were asked how significant in their attitude to their job were the following.

	Extremely Significant	Decidedly Significant	Significant	Slightly Significant	Not Significant	Not Known	Total
Relationship with Supervisor	28	16	8	3	3	0	58
Relationship with fellow workers	33	15	5	2	3	0	58
Relationship to the job itself	37	9	8	2	0	2	58

5. Induction and Orientation

Table 25

Use of planned orientation and initial training programme by employers:

Yes	No	Total
20	22	42

Table 26

The 20 companies who made use of planned orientation programmes generally informed the young employees on all the following matters. Some of the other 22 companies who didn't have such programmes reported informing employees through other means. The numbers reporting informing the young employee by some means or other were:

contract and award	27
pay rates	40
pay collection details	36
hours	38
overtime	32
sick leave	28
holidays	30
notice	28
worker's compensation	24
job description	42
introduction to people	40
history of enterprise & products	28
company organisation	21
work targets	28
accident prevention	24
issue of safety glasses, shoes, overalls	20
social club, product purchase	26
grievance and personal problems procedures	32
security	21
toilets, canteen	40

Table 27

Three of the companies included in the study had a separate training centre for apprentices and 2 for other young workers.

Table 28

The young people interviewed were asked whether there was an orientation programme included when they commenced employment:

Yes	No	Not Known	Total
17	39	2	58

Table 29

More than half of the young employees interviewed reported that the information they were given in the following areas was adequate or very adequate:

pay rates
pay collection details
hours of work
job description
introduction to people
toilet and canteen facilities

Areas which were reported as being inadequately or very inadequately covered by half or more of the young respondents were:

contract and award
pay collection details*
overtime
sick leave
holidays
notice
worker's compensation
history of the enterprise and products made
company organisation
work targets
accident prevention
issue of safety glasses, shoes, overalls
social club and product purchase
grievance and personal problems procedure
security

*This area was the only area in which this discrepancy occurred i.e. rated both adequate and inadequate by a high number of respondents. In fact, the practice in a number of companies was for the pay to be taken to the employees. However, young employees reported not knowing this and therefore wondering whether, when and how they were going to be paid in their first week.

Table 30

Although 17 young employees reported that they had undergone an orientation programme, 25 responses were gained to the question, "How valuable was the orientation programme generally"?

Very Valuable	Valuable	Satisfactory	Little Value	No Value	No Response	Total
9	8	5	1	2	33	58

Table 31

Employees were asked to state how helpful their employer had been in assisting their transition from school into this job:

Very Helpful	Helpful	Satisfactory	Little Help	No Help at All	Not Known	Total
30	16	8	4	0	0	58

6. Prospects, Opportunities and Training

Table 32

Employers were asked to report whether young unskilled workers have the opportunity for training in the company to become semi-skilled. The 31 companies employing school leavers in unskilled positions replied:

Yes	No	Not Available	Total
30	0	1	31

Table 33

Is this explained to all young employees?

Yes	No	Not Available	Total
23	7	1	31

Table 34

Employers were asked to report whether they offered apprenticeships to suitable young unskilled/semi-skilled workers in their company. The 29 companies offering apprenticeships replied:

Yes	No	Not Available	Total
16	6	7	29

Table 35

Employers wanting some of their apprentices to qualify for trade technician or certificate of technology courses:

Yes	No	Not Available	Total
17	6	6*	29

Table 36

Employers wanting some of their apprentices to qualify for tertiary courses:

Yes	No	Not Available	Total
7	13	9*	29

Table 37

Employers expecting some of their apprentices to become supervisors and/or junior managers:

Yes	No	Not Available	Total
20	3	6*	29

*The larger not available figures here are a result of some smaller companies taking apprentices so infrequently that these questions were not really meaningful.

Table 38

With regard to further training of clerical staff employed, 26 of the 42 employers responded, suggesting that they expected their clerical staff to train at a technical or TAFE College (10), at a tertiary institution (10), at a business college (3), or some other off-site course (3).**

**Again the fact that positive responses (26) were greater than the number claiming to employ young school leavers in clerical jobs (21) is thought to be a result of employers making a general response to training within their firm.

Table 39

Companies offered a range of incentives for their clerical staff to undergo training:

time off for class	20 companies
leave for examinations	19 companies
reimbursement of fees	17 companies
pay increase for qualifications	12 companies
overtime pay for short courses	5 companies

Table 40

18 of the 21 companies employing junior clerical staff expected some of them to become office managers or supervisors.

Table 41

11 of the 42 companies recruit workers under cadet schemes. The tendency was for the recruitment of 1-2 each year, with the only real exception being a company recruiting 6-12 yearly. Another company reported recruiting 1 every 3 years.

Table 42

9 of the 11 companies involved expected their cadet recruits to have completed year 12, 1 expected year 11 and 1 year 10.

Table 43

Most companies who use this sort of scheme have been doing so for a long time, with the average time being 12 years.

Table 44

51 of the 58 young people interviewed felt that they had opportunities for further training in the company.

Exceptionally Good	Reasonably Good	So so	Reasonably Poor	Exceptionally Poor	No Opportunity	Total
10	29	11	1	0	7	58

Table 53

The difference between the actual significance and the desired significance can be represented as in the following:

	1 place	2 places	3 places	4 places	Not available	Total
Increased significance	16 schools	11 schools	1 school	1 school	3 schools	47
Decreased significance	3 schools	-	-	-		
Same significance	12 schools					

Table 54

40 schools had employers on their school council. Of the 47 senior administrators and careers teachers interviewed, 34 had worked in occupations other than education. 12 of these people had some contemporary personal involvement in private enterprise.

Table 55

School personnel were asked to report how frequently representatives of private industry visit their school and make contact with students each year:

1 visit	5 visits	10 visits	15 visits	20 visits	25 visits	> 25 visits	Not available	Total
9	12	6	4	6	1	6	3	47

Table 56

They also reported how frequently groups of students visit manufacting enterprises:

1 visit	5 visits	10 visits	15 visits	20 visits	25 visits	>25 visits	Not available	Total
3	18	11	1	3	0	8	3	47

8. Work Experience

Table 57

29 of the 42 firms involved offered work experience placements for students.

All the schools involved in the study, except one non-Government school had a work experience programme. (46 of the 47 schools)

Table 58

Employers were asked to report on the usefulness to the student of the work experience placements they offered:

Extremely Useful	Considerably Useful	Moderately Useful	Of little Use	No Use	Total
13	12	4	0	0	29

Table 59

They were also asked to report on the usefulness to the company of these work experience placements:

Extremely Useful	Considerably Useful	Moderately Useful	Of little Use	No use	Not Reported	Total
3	8	5	6	4	3	29

Table 60

Schools reported the percentage of their staff who are involved in making contact with employers as a result of work experience:

100%	90%	50%	10%	< 5%	Not Reported	Total
0	1	6	7	28	5	47

Table 61

School personnel were asked, "What percentage of students are offered work experience in their last 3 years of school":

100%	80%	50%	25%	10%	Not Reported	Total
33	3	0	1	2	8	47

Table 62

Schools were asked what percentage of students took up that offer:

100%	80%	50%	25%	10%	Not Reported	Total
9	13	10	4	2	9	47

Table 63

Schools reported how often the majority of students go on work experience:

Once	Twice	Three times or more	Not Reported	Total
26	9	0	12	47

Table 64

School personnel, mainly careers teachers, were asked to report how significant the following factors were in restricting the number and frequency of work experience placements:

	Extremely Significant	Decidedly Significant	Significant	Slightly Significant	Not Significant	Not Reported	Total
Limited no. of total places offered by industry	7	10	3	4	19	4	47
Insufficient time available for work experience co-ordination in school	13	4	5	5	16	4	47
School policy limits release of students	7	7	3	2	24	4	47
Limited range of jobs offered by employers for work experience	2	4	5	18	15	3	47
Parental views on value of work experience	0	2	1	8	32	4	47
Student willingness to take up certain work experience jobs	0	4	7	15	17	4	47

Table 65

School personnel were asked to state how important they considered it to be that work experience was integrated into the total school curriculum:

Very Important	Important	Borderline	Unimportant	Very Unimportant	Not Reported	Total
28	10	2	0	0	7	47

Table 66

They were also asked how adequately work experience was integrated into their school curriculum:

Very Adequately	Adequately	Borderline	Inadequately	Very Inadequately	Not Reported	Total
1	11	5	18	4	8	47

Table 67

Schools were asked to report how important, in the choice of work experience placement, are the wishes of the following:

	Very Important	Important	Borderline	Unimportant	Very Unimportant	Not Reported	Total
Student	34	8	1	0	0	4	47
Parent	4	18	7	12	2	4	47
Teachers	1	5	11	14	12	4	47
Work Experience Co-ordinator	8	14	13	6	3	3	47
Employers	4	13	9	10	7	4	47

Table 68

Half of the young people interviewed had taken part in a work experience programme at school. (29 yes, 29 no). 3 of these young people had been given two opportunities to do work experience and 1 had done 3 placements. Of the 25 who did one work experience, 15 had done it at year 10, 9 at year 11 and 1 at year 9. Of the 34 work experience placements undertaken, 22 were of 2 weeks duration, 10 were of 1 week in length and 2 were 3-4 weeks long.

Table 69

The young employees were asked how adequately the school's work experience programme (preparation - work experience-follow up) prepared them for work generally:

Very Adequately	Adequately	Border-line	In-adequately	Very In-adequately	Not Reported	Total
10	4	9	2	4	0	29

Table 70

They were also asked how adequately the work experience programme prepared them for their current job:

Very Adequately	Adequately	Border-line	In-adequately	Very In-adequately	Not Reported	Total
6	6	3	5	9	0	29

Table 71

The young people were asked to state who had selected their work experience placement:

The young person	14
The Careers Teacher	10
The young person and Careers Teacher together	5
Friends	3
Other teachers	2

Table 72

The young people reported how adequate they felt the preparation for work experience which took place at school before placement was:

Very Adequate	Adequate	Border-line	Inadequate	Very Inadequate	Not Reported	Total
8	6	6	4	5	0	29

Table 73

They were also asked how adequate was the follow-up done at school after their work erperience placement:

Very Adequate	Adequate	Borderline	Inadequate	Very Inadequate	Not Reported	Total
6	6	9	3	5	0	29

Table 74

The young people were asked whether an employer was involved in the preparation and follow-up activities of their work experience:

Yes	No	Total
4	25	29

Table 75

Employees reported how adequately they felt the experience they gained on placement was used in their school programme:

	Very Adequately	Adequately	Borderline	Inadequately	Very Inadequately	Not Reported	Total
Mathematics	3	2	3	0	20	1	29
English	5	9	2	1	11	1	29
Social Sciences	1	3	6	2	12	5	29
Trade	6	9	4	0	4	6	29

Table 76

Employees were asked whether they used work exeprience as a way of selecting the work they wanted to do:

Yes	No	Total
19	10	29

22 of the 29 students doing work experience did their last work experience in a job they wanted at the time. 10 of the 29 did their last work experience in the job they have now.

9. Aims of Education

Table 77

Each of the three groups (employers, schools, employees) were asked to state how important they considered each of the following as aims in a school programme :

		Very Important	Important	Borderline	Unimportant	Very Unimportant	Not Reported	Total
To develop in students a spirit of co-operation and the ability to relate to other people.	Employer	28	9	2	1	1	1	42
	School	38	5	0	0	0	4	47
	Employee	35	16	3	1	0	3	58
To develop in students qualities which enable them to critically appraise, live within and contribute to society.	Employer	22	11	3	5	0	1	42
	School	32	10	1	0	0	4	47
	Employee	29	22	2	2	0	3	58
To ensure all students have acquired a satisfactory level of basic skills in literacy, numeracy and oracy (oral communication).	Employer	28	10	3	0	0	1	42
	School	36	5	1	0	0	5	47
	Employee	45	9	1	0	0	3	58
To foster inventiveness, adaptability, creativity, curiosity and critical thought.	Employer	18	17	3	2	1	1	42
	School	25	14	2	1	0	5	47
	Employee	26	24	5	0	0	3	58
To provide vocational training to students and to have students recognise the significance of employment.	Employer	27	12	1	1	0	1	42
	School	16	16	9	1	0	5	47
	Employee	36	14	4	0	1	3	58
To take account of individual differences, provide maximum opportunity for realisation of individual potential and self-worth through personal achievement.	Employer	22	12	5	2	0	1	42
	School	28	14	1	0	0	4	47
	Employee	30	20	4	1	0	3	58

10. School Reporting

Table 78

Employers were asked to state whether they examined the school report of the young employee involved when recruiting him/her :

Yes	No	Not Known	Total
30	23	5	58

Table 79

	Yes	No	Not Known	Total
Apprentice	16	1	1	18
Clerical	6	5	1	12
Unskilled	3	17	3	23
Cadets	5	0	0	5
				58

Table 80

7 of the 42 employers reported that the quality of the school's reporting system (separate from the quality of the student as revealed in the report) was a factor in selecting the person.

Table 81

Employers were asked to report how adequately the school's reporting system gave them the following information :

	Very Adequately	Adequately	Borderline	Inadequately	Very Inadequately	Not Known*	Not Applicable	Total
general academic ability	7	9	2	2	0	10	28	58
attitude to study	5	8	1	4	0	12	28	58
persistence	3	4	2	6	2	13	28	58
obedience	7	3	2	3	1	14	28	58
initiative	3	4	2	4	2	15	28	58
manual skill	4	5	1	2	2	16	28	58
mechanical skill	4	5	1	1	2	17	28	58
literacy	7	4	3	1	0	15	28	58
numeracy	6	4	3	1	0	16	28	58

* The large number of not known responses is due to employers being unable to remember details of the school reports they had looked at.

Table 82

School personnel were asked how significant the needs of each of the following groups are in the design and completion of their regular school reports on individual students :

	Extremely Significant	Decidedly Significant	Significant	Slightly Significant	Not Significant	Not Reported	Total
Student	24	17	2	1	0	3	47
Parent	32	10	2	0	0	3	47
Employer	4	5	10	11	14	3	47
Other educational institutions	2	6	10	16	9	4	47
School staff and administration	7	14	11	9	3	3	47

Table 83

Schools were asked whether they prepared a separate report for school leavers – other than their regular report :

Yes	No	Not Reported	Total
21	22	4	47

Table 84

Schools reported whether they gave written information on mathematical competence in the school report of the young people in the sample :

Yes	No	Not Reported	Total
39	4	15	58

Table 85

28 of the 58 young employees reported that their employer looked at their school report when interviewing them for a job.

Table 86

They were asked to report how important they thought the employer regarded the school report in assessing them for a job :

Very Important	Important	Borderline	Unimportant	Very Unimportant	Not Known	Total
13	9	4	1	1	0	28

Table 87

The young employees also reported how satisfactory they thought their school report was in helping them get a job generally :

Very Satisfactory	Satisfactory	Borderline	Unsatisfactory	Very Unsatisfactory	Not Reported	Total
13	16	8	2	0	19	58

11. Knowledge, Skills and Attributes (General Preparation, Mathematical Competence, Communication Skills, Knowledge of Manufacturing, Personal Qualities).

Table 88

Of the 58 young workers involved in the study, the opinion of the schools they came from as to how good they would be at surviving in the work force was :

Exceptionally Good	Reasonably Good	So So	Reasonably Poor	Exceptionally Poor	Not Reported	Total
5	21	17	5	3	7	58

Table 89

The young people themselves felt that the preparation they gained from school for the job they are currently doing was :

Very Good	Good	Satisfactory	Unsatisfactory	Totally Inadequate	Not Reported	Total
12	23	14	8	1	0	58

Table 90

Their opinion of the preparation they gained from school for work generally was :

Very Good	Good	Satisfactory	Unsatisfactory	Totally Inadequate	Not Reported	Total
12	20	17	9	0	0	58

Table 91

With regard to mathematical competence, the employers interviewed reported

a) whether the skill was necessary for the employees job, and

b) the level of competence that the employee had demonstrated.

Does the job require the following skill			How satisfactory was the employee at the skill on commencement. (Responses recorded where skill required)							
	Yes	No	Very Satis-factory	Satis-factory	Borderline	Unsatis-factory	Very Unsatis-factory	Not Known	Total	Total
Whole number calculations	39	19	17	11	5	0	0	6	39	58
Decimals	26	32	8	5	6	0	0	7	26	58
Fractions	19	39	4	6	4	0	0	5	19	58
Money	13	45	7	2	3	0	0	1	13	58
Rounding of numbers	12	46	5	3	1	0	0	3	12	58
Improper Fractions & Mixed numbers	7	51	2	2	3	0	0	0	7	58
Conversion – Decimals to Fractions	8	50	3	3	2	0	0	0	8	58
Conversion – Fractions to Decimals	12	46	1	4	2	0	0	5	12	58
Ratio	18	40	5	3	3	0	0	7	18	58
Imperial Measurement	14	44	5	6	3	0	0	0	14	58
Metric Measurement	35	23	13	7	4	0	0	11	35	58
Conversion – Imperial to metric	19	39	5	2	2	0	0	10	19	58
Conversion – Metric to imperial	18	40	5	2	1	0	0	10	18	58
Measurement of angles	9	49	2	1	1	0	0	5	9	58
Estimation of angles	7	51	3	2	1	0	0	1	7	58
Averages	11	47	5	3	2	0	0	1	11	58
Graphs	2	56	0	1	0	0	0	1	2	58
Percentage Discounts	9	49	3	2	2	0	0	2	9	58
Percentage Interest	2	56	0	2	0	0	0	0	2	58
Percentage Profit and Loss	2	56	0	2	0	0	0	0	2	58
Conversion % to decimals	6	52	2	1	1	0	0	2	6	58
Conversion % to fractions	2	56	0	0	0	0	0	2	2	58
3 dimensional shapes	8	50	2	0	1	0	0	5	8	58
Identify symmetry	12	46	3	2	2	0	0	5	12	58
Solve simple equations	8	50	3	2	0	0	0	3	8	58
Pythagorean theorem	3	55	0	0	0	0	0	3	3	58

Table 92

Teachers who had taught the young employees mathematics, were asked whether the course of study had covered the following areas and how satisfactory the performance of the young person had been :

	Was the area covered :			How satisfactory was the student's performance							
	Yes	No	Not Known *	Very Satisfactory	Satisfactory	Borderline	Unsatisfactory	Very Unsatisfactory	Not Known	Total	Total
Whole number calculations	39	0	19	9	14	8	4	1	3	39	58
Decimals	36	3	19	9	9	10	5	0	3	36	58
Fractions	36	3	19	7	9	11	6	0	3	36	58
Money	34	5	19	9	9	8	5	0	3	34	58
Rounding of numbers	30	9	19	8	8	9	3	0	2	30	58
Improper fractions & mixed numbers	36	3	19	6	10	9	8	0	3	36	58
Conversion - decimals to fractions	33	6	19	7	8	11	5	0	2	33	58
Conversion - fractions to decimals	33	6	19	7	8	10	6	0	2	33	58
Ratio	31	8	19	6	10	8	4	0	3	31	58
Imperial measurement	18	21	19	6	7	3	2	0	0	18	58
Metric measurement	36	3	19	6	13	8	6	0	3	36	58
Conversion - imperial to metric	18	21	19	6	7	3	2	0	0	18	58
Conversion - metric to imperial	17	22	19	6	6	3	2	0	0	17	58
Measurement of angles	34	5	19	7	9	12	3	0	3	34	58
Estimation of angles	29	10	19	6	6	12	3	0	2	29	58
Averages	35	4	19	10	9	10	3	0	3	35	58
Graphs	34	5	19	7	11	9	4	0	3	34	58
% Discounts	34	5	19	8	8	11	4	1	2	34	58
% Interest	34	5	19	8	8	11	4	1	2	34	58
% Profit & Loss	33	6	19	8	7	12	4	1	1	33	58
Conversion % to decimals	35	4	19	8	7	13	4	1	2	35	58
Conversion % to fractions	34	5	19	7	6	15	3	1	2	34	58
3 dimensional shapes	26	13	19	6	6	9	3	1	1	26	58
Identify symmetry	31	8	19	7	8	10	3	1	2	31	58
Solve simple equations	33	6	19	7	10	9	4	1	2	33	58
Pythagorean theorem	32	7	19	7	8	10	3	1	3	32	58

* The fairly large number of not known responses is a result of the difficulty encountered by the project officers in contacting the relevant Mathematics teacher who had often transferred from that school.

Table 93

The employees were asked how often their present job required the following skills .

	Constantly	Often	Occasionally	Seldom	Never	Not known	Total
whole number calculations	24	10	8	5	11	0	58
decimals	12	9	7	4	26	0	58
fractions	8	6	9	6	29	0	58
money	8	4	3	1	42	0	58
rounding off numbers	4	8	9	1	36	0	58
improper fractions & mixed numbers	2	1	3	8	44	0	58
conversion : fractions – decimals	1	9	4	6	38	0	58
conversion : decimals – fractions	1	6	4	7	40	0	58
ratio	3	3	7	5	40	0	58
imperial measurement	10	6	9	6	27	0	58
metric measurement	16	6	8	6	22	0	58
conversion : metric – imperial	5	4	6	5	38	0	58
conversion : imperial – metric	5	4	7	6	36	0	58
angles : measurement	3	3	6	2	44	0	58
angles : estimation	0	1	7	5	45	0	58
averages	1	2	11	7	37	0	58
read graphs	0	4	5	5	44	0	58
percentages : discounts	3	1	2	5	48	0	58
percentages : interest	0	2	1	4	51	0	58
percentages : profit & loss	1	2	0	2	53	0	58
conversion : % – decimals	1	2	6	6	43	0	58
conversion : % – fractions	0	0	4	10	44	0	58
draw 3 dimensional shapes	0	3	6	2	47	0	58
identify symmetry	2	3	6	4	43	0	58
solve simple equations	9	6	5	2	36	0	58
pythagorean theorem	0	1	3	1	53	0	58

Table 94

They were also asked how adequately they thought school had prepared them in each of the following numerical skills :

	Very Adequately	Adequately	Borderline	Inadequately	Very Inadequately	Not Known	Total
whole number calculations	30	13	5	0	0	10	58
decimals	22	15	2	3	0	6	58
fractions	17	10	8	3	0	20	58
money	13	13	3	1	3	25	58
rounding off numbers	17	9	5	5	1	21	58
improper fractions & mixed numbers	8	13	6	3	1	27	58
conversion : fractions – decimals	9	16	6	3	0	34	58
conversion : fractions – fractions	9	14	8	4	0	23	58
ratio	6	8	9	8	0	27	58
imperial measurement	11	5	7	10	5	20	58
metric measurement	19	13	3	9	3	11	58
conversion : metric – imperial	8	5	6	12	5	22	58
conversion : imperial – metric	9	8	5	11	4	23	58
angles : measurement	8	14	4	3	1	28	58
angles : estimation	5	9	6	4	4	30	58
averages	12	13	6	2	2	23	58
read graphs	10	10	8	2	0	28	58
percentages : discounts	9	5	6	6	2	30	58
percentages : interest	10	3	6	5	2	32	58
percentages : profit & loss	7	5	6	6	3	31	58
conversion : % – decimals	10	8	8	7	2	23	58
conversion : % – fractions	9	5	9	6	2	27	58
draw 3 dimensional shapes	9	9	1	1	1	37	58
identify symmetry	5	6	8	4	2	33	58
solve simple equations	16	11	7	3	1	20	58
pythagorean theorem	7	5	3	3	7	33	58

Table 95

Employers were asked whether they were generally satisfied with the employee's mathematical competence :

Yes	No	Not Applicable or Not Known	Total
41	0	17	58

Table 96

Employers expected their employees to be able to perform whole number calculation to the following degree of accuracy :

100%	95%	90%	80%	70%	Not applicable/Not known	Total
21	7	4	2	2	22	58

Table 97

Employers reported that when their employees first began the job they were operating at the following level of accuracy :

100%	95%	90%	80%	70%	Not applicable/Not known	Total
11	6	8	4	3	26	58

Table 98

Teachers who had taught the young people mathematics were asked their opinion as to how accurately the young person could perform whole number calcualtions when they left school :

100%	98%	90%	80%	70%	60%	< 60%	Not known	Total
1	3	6	7	4	8	6	23*	58

* Large number of 'not known' responses due to difficulty in locating relevant mathematics teacher.

Table 99

With regard to communication skills, employers were asked :

a) how important it was that their employees be able to do the following things, and

b) how satisfactory the young employee was on commencement of the job :

How important is it that employees can :	Very Important	Important	Borderline	Unimportant	Very Unimportant	Not Applicable or Not Reported	Total
read written instructions in English	32	8	3	4	5	6	58
write simple reports	4	5	6	12	21	10	58
understand trade terminology	21	18	3	2	6	8	58
understand verbal instructions in English	48	2	0	0	2	6	58
make verbal communications within firm	39	8	1	0	0	10	58
make verbal communications with clients	9	0	3	3	35	8	58
make written communications with clients	5	1	0	3	40	9	58
write legibly	23	9	2	5	9	10	58
spell accurately	14	10	6	7	10	11	58

How satisfacory were employees at :	Very Satis-factory	Satis-factory	Borderline	Unsatis-factory	Very Unsatis-factory	Not known or Not Applicable	Total
reading written instructions	18	14	9	0	0	7	58
writing simple reports	3	5	10	0	0	40	58
understanding trade terminology	18	14	7	2	1	16	58
understanding verbal instructions in English	30	10	8	1	0	9	58
making verbal communications within firm	24	13	6	3	0	12	58
making verbal communication with clients	4	5	10	1	1	37	58
making written communication with clients	2	4	8	1	0	43	58
writing legibly	16	8	9	3	0	22	58
spelling accurately	14	11	9	1	0	23	58

Table 100

Teachers who had taught the young employees in English or another communication area were asked whether they would have studied a course which enabled them to do the following. They were also asked how satisfactory they thought the young person would be at doing these things :

	Did course cover :			How satisfactory would young employees be							
	Yes	No	Not Known*	Very Satis- factory	Satis- factory	Borderline	Unsatis- factory	Very Unsatis- factory	Not Known	Total	Total
Reading written instructions	46	0	12	16	20	6	3	1	0	46	58
Completing forms & record sheets	47	2	9	12	16	14	4	1	0	47	58
Writing simple reports	43	2	13	13	10	15	4	1	0	43	58
Understanding trade terminology	28	17	13	12	10	4	2	0	0	28	58
Understanding verbal instructions	46	2	10	19	17	9	1	0	0	46	58
Making a verbal communication in group	46	0	12	17	16	12	1	0	0	46	58
Making a verbal communical with clients	34	12	12	9	12	7	6	0	0	34	58
Spelling accurately	46	0	12	7	13	15	9	2	0	46	58
Writing legibly	43	0	15	8	22	8	4	1	0	43	58

* There was difficulty in locating some of the relevant English teachers. Usually this information could be given by other members of staff.

Table 101

The young employees were asked how often their present job requires these communication skills .

	Constantly	Often	Occasionally	Seldom	Never	Not known	Total
Reading written instructions	25	11	4	5	13	0	58
Completing forms/record sheets	22	8	5	4	19	0	58
Writing simple reports	4	5	8	3	38	0	58
Understanding trade terminology	28	10	4	5	11	0	58
Understanding verbal instructions in English	48	6	2	1	1	0	58
Giving verbal reports	24	8	12	6	7	1	58
Making verbal communication with clients	5	1	2	5	45	0	58
Written communication with clients	3	1	2	3	50	0	58
Spelling	12	7	6	7	26	0	58
Legible handwriting	16	11	9	3	19	0	58

Table 102

They were also asked to report how adequately school prepared them in these communication skills :

	Very Adequate	Adequate	Borderline	Inadequate	Very Inadequate	Not known	Total
Reading written instructions	35	10	3	0	1	9	58
Completing forms/record sheets	17	14	8	8	3	8	58
Writing simple reports	23	14	9	3	0	9	58
Understanding trade terminology	7	11	16	7	8	9	58
Understanding verbal instructions in English	33	13	5	0	0	7	58
Giving verbal reports	20	14	9	5	0	10	58
Making verbal communications with clients	6	10	10	6	5	21	58
Written communication with clients	13	12	3	5	3	22	58
Spelling	27	16	4	3	1	7	58
Writing legibly	26	16	5	2	3	6	58

Table 103

With regard to level of knowledge about manufacturing industry, employers were asked how important it was for the young employees to have knowledge of the following :

	Very Important	Important	Borderline	Unimportant	Very Unimportant	Not Reported	Total
Manufacturing in general	10	14	5	8	14	7	58
Of the enterprise	4	12	5	15	16	6	58
Structure and hierarchy of a private firm	8	13	9	10	11	7	58
Product knowledge	5	13	6	10	18	6	58
Role of quality	25	17	0	4	8	4	58
Normal pay	22	13	4	2	2	15	58
Normal conditions	24	20	2	2	4	6	58
Career path	23	13	4	7	4	7	58
Job interviews	29	14	8	2	2	3	58
Unions	5	15	9	4	19	6	58

Table 104

They were also asked how satisfactory the young employees knowledge had been on commencement :

	Very Satisfactory	Satisfactory	Borderline	Unsatisfactory	Very Unsatisfactory	Not Known	Total
Manufacturing in general	5	18	9	6	11	9	58
Of the enterprise	11	10	8	5	11	13	58
Structure and hierarchy of a private firm	10	8	10	7	10	13	58
Product knowledge	12	13	5	7	9	12	58
Role of quality	11	15	7	5	8	12	58
Normal pay	13	22	3	13	7	0	58
Normal conditions	9	12	10	8	8	11	58
Career path	12	12	7	3	11	13	58
Job interviews	21	18	8	2	3	6	58
Unions	2	4	6	7	18	21	58

Table 105

A representative of the school staff, usually the careers teacher, was asked how adequately the young person's school experience would have provided this knowledge or the knowledge of how to obtain this information :

	Very Adequate	Adequate	Borderline	Inadequate	Very Inadequate	Not known or Not Reported	Total
Manufacturing industry	1	7	16	11	10	13	58
Prospective firm	3	12	7	5	18	13	58
Structure/hierarchy of a firm	0	6	10	11	20	11	58
Product knowledge – chosen firm	2	9	9	9	17	12	58
Role of quality	4	6	7	12	15	14	58
Normal pay rates	3	12	9	7	14	13	58
Normal conditions	4	16	8	3	14	13	58
Career path	6	15	12	4	8	13	58
Job interviews	10	19	5	4	5	15	58
Unions	1	10	8	10	15	14	58

Table 106

The young people themselves were asked how adequate they felt their understanding was in these things when they commenced employement :

	Very Satis-factory	Satis-factory	Borderline	Unsatis-factory	Very Unsatis-factory	Not Known	Total
Manufacturing in general	3	17	9	10	13	6	58
Of the enterprise	8	16	11	4	14	5	58
Structure and hierarchy of a private firm	5	7	10	12	19	5	58
Product knowledge	13	12	10	5	11	7	58
Role of quality	14	12	8	5	13	6	58
Normal pay	11	11	5	6	20	5	58
Normal conditions	12	13	9	4	17	3	58
Career path	9	8	9	11	16	5	58
Job interviews	21	15	9	3	8	2	58
Unions	2	2	10	8	30	6	58

Table 107

They were also asked how important this understanding was to their job :

	Very Important	Important	Borderline	Unimportant	Very Unimportant	Not known	Total
Manufacturing in general	19	20	7	4	1	7	58
Of the enterprise	14	14	8	7	10	5	58
Structure/hierarchy of a private firm	13	17	11	5	7	3	58
Product knowledge	13	14	10	7	7	7	58
Role of quality	19	17	8	3	4	7	58
Normal pay	29	9	7	2	5	6	58
Normal conditions	25	18	4	0	2	9	58
Career path	27	13	9	3	1	5	58
Job interview	40	9	2	0	0	7	58
Unions	16	13	8	6	9	6	58

Table 108

The study examined the importance of a number of personal attributes in the transition experience of the young people.

Employers were asked how important each of the following is in the young people in their employment.

	Very Important	Important	Borderline	Unimportant	Very Unimportant	Not Reported	Total
Punctuality	46	6	0	1	0	5	58
Regular attendance	47	4	0	0	0	7	58
Respect for authority	40	16	1	0	0	1	58
Willingness to take criticism	39	11	0	0	0	8	58
Leadership	8	17	6	11	13	3	58
Ambition	24	18	7	3	0	6	58
Ability to relate to peers	31	19	3	0	0	5	58
Consideration	32	21	0	0	0	5	58
Diligence	38	14	1	0	0	5	58
Personal appearance	9	24	14	0	4	7	58
Motivation to learn	38	15	0	0	0	5	58
Initiative	29	22	2	1	0	4	58

Table 109

They were also asked to report how satisfactory the young employees were on each of these attributes :

	Very Satisfactory	Satisfactory	Borderline	Unsatisfactory	Very Unsatisfactory	Not Applicable or Not Known	Total
Punctuality	49	4	2	0	0	3	58
Regular attendance	46	5	2	0	0	5	58
Respect for authority	38	12	4	0	0	4	58
Willingness to take criticism	35	11	3	1	0	8	58
Leadership	6	15	15	3	3	16	58
Ambition	16	18	8	2	3	11	58
Ability to relate to peers	33	12	9	0	0	4	88
Consideration	35	14	2	1	0	6	58
Diligence	32	14	7	1	0	4	58
Personal appearance	28	18	4	1	0	7	58
Motivation to learn	33	10	8	1	0	6	58
Initiative	29	7	10	2	0	10	58

Table 110

The young people were asked their opinion as to how important in the performance of their job was each of the following personal attributes.

	Very Important	Important	Borderline	Unimportant	Very Unimportant	Not known or Not reported	Total
punctuality	36	16	2	0	0	4	58
regular attendance	40	16	1	0	0	1	58
respect for authority	44	13	1	0	0	0	58
willingness to take constructive criticism	25	22	9	1	0	1	58
leadership capacity	5	20	6	7	15	5	58
ambition	25	19	4	5	1	4	58
ability to relate to peers	31	21	2	0	0	4	58
considertion of others	35	19	2	0	0	2	58
diligence	35	18	1	0	0	4	58
personal appearance	14	13	15	7	5	4	58
motivation to learn job	35	15	4	0	0	4	58
initiative	24	22	1	1	1	9	58

Table 111

School personnel were asked how adequately they thought the young person's school experience would have fostered these attributes :

	Very Adequate	Adequate	Borderline	Inadequate	Very Inadequate	Not Known or Not Reported	Total
Punctuality	16	19	7	5	1	10	58
Regular attendance	19	18	3	6	2	10	58
Respect for authority	19	21	4	4	0	10	58
Willingness to take criticism	10	23	7	4	3	11	58
Leadership capacity	1	11	9	15	12	10	58
Ambition	5	18	13	9	3	10	58
Ability to relate to peers	18	15	8	7	0	10	58
Consideration of others	18	18	7	4	0	11	58
Diligence	8	19	8	9	4	10	58
Personal appearance	12	24	3	8	1	10	58
Motivation to learn	8	21	7	9	3	10	58
Initiative	3	18	12	11	4	10	58

Table 112

The young people themselves were asked the same question – How adequately did your school experience foster in you the following attributes?

	Very Adequate	Adequate	Borderline	Inadequate	Very Inadequate	Not known	Total
Punctuality	27	21	6	3	0	1	58
Regular attendance	27	19	8	2	1	1	58
Respect for authority	32	16	6	4	0	0	58
Willingness to take criticism	25	15	7	5	0	6	58
Leadership capacity	11	16	11	13	6	1	58
Ambition	24	16	13	2	2	1	58
Ability to relate to peers	24	20	6	6	1	1	58
Consideration of others	25	18	9	4	1	1	58
Diligence	26	22	5	5	0	0	58
Personal appearance	24	17	8	6	2	1	58
Motivation to learn	25	21	4	4	2	2	58
Initiative	25	24	5	2	0	2	58

The following survey findings do not readily lend themselves to a three way comparative analysis. They are therefore presented in three sections : Employer, School and Employee.

12. Employer (Expectations, Criteria, Cost, Communication within Firm)

Table 113

Employers were asked whether it is their practice to give preference to students from any of the following school groupings for these categories of jobs.

	Govt Tech	Govt High	Non Govt	No preference	Total
Unskilled	3	0	0	39	42
Semi-skilled	1	0	0	41	42
Apprentice	6	1	0	35	42
Clerical	1	1	1	39	42
Cadet	0	1	0	41	42

Table 114

Employers were asked to report the significance of each of the following criteria in their selection of successful candidates.

	Extremely Significant	Decidedly Significant	Significant	Slightly Significant	Not Significant	Not Reported	Total
Academic results	4	9	13	6	8	2	42
Attitude to work	22	9	9	0	0	2	42
Dress, manner & grooming	7	11	15	4	3	2	42
Personality	10	12	10	3	6	1	42
References	5	11	8	4	12	2	42
Test results	1	6	3	0	10	22*	42
Knowledge about the job	1	4	6	9	19	3	42
Interest in the job	18	11	10	1	1	1	42
Knowledge about the firm	1	1	5	9	24	2	42
Parental interest	11	11	7	1	10	2	42
Aptitude for job	14	12	8	1	3	4	42
Work experience reports	1	9	4	5	21	2	42

* This large number is a result of the fact that many employers do not use formal testing as a part of selection.

Table 115

Employers were also asked how satisfactorily applicants met their requirements on these criteria :

	Very Satisfactorily	Satisfactorily	Borderline	Unsatisfactorily	Very Unsatisfactorily	Not Required	Total
Academic results	2	9	15	3	3	10	42
Attitudes to work	2	12	14	7	1	6	42
Dress, manner & grooming	3	16	10	6	1	6	42
Personality	1	19	12	2	0	8	42
References	0	8	11	2	4	17	42
Test results	1	5	2	2	1	31	42
Knowledge about the job	1	7	5	8	7	14	42
Interest in the job	3	12	14	4	1	8	42
Knowledge about the firm	1	7	6	7	5	16	42
Work experience reports	0	9	8	3	4	18	42
Parental interest	0	9	11	4	4	14	42
Aptitude for job	1	12	15	2	2	10	42

Table 116

Employers reported on the year of secondary schooling they expected young applicants for unskilled/semi-skilled jobs to have completed :

(31 companies reported employing unskilled/semi-skilled young people)

Year 8	Year 9	Year 10	Year 11	Year 12	Not relevant or Not reported	Total
3	8	7	6	0	7	31

Table 117

Employers were asked what year of secondary schooling they expected young applicants for apprenticeships to have completed (29 companies engaged apprentices).

Year 8	Year 9	Year 10	Year 11	Year 12	Not reported	Total
1	1	7	16	1	3	29

Table 118

They were also asked to report what age they preferred apprentices to be when they commence :

15 yrs	16 yrs	17 yrs	18 yrs	19 yrs +	Not available	Total
0	10	15	1	0	3	29

Table 119

Employers were asked what level of secondary schooling they expected young applicants for clerical positions to have completed (21 companies take young people into clerical positions) :

Year 8	Year 9	Year 10	Year 11	Year 12	Total
0	1	4	10	6	21

Table 120

Employers were asked what year of secondary schooling they expect young applicants for cadet positions to have completed (11 companies reported cadet schemes).

Year 8	Year 9	Year 10	Year 11	Year 12	Total
0	0	1	1	9	11

Table 121

Employers were asked to give an estimate of the costs to the company of selecting, orienting and giving initial training to a shool leaver who is

Unskilled	$250 (2), $300, $400 (2), $500 (2), $1,200, $1,700, 2 weeks - 12 months wages, High cost.
Semi skilled	No real costs, $250, $400 (2), $500, 2 weeks – 12 months wages High cost.
Apprentice	$250, $400 (2), High cost.
Clerical	$250, $400 (2), $500 (2), $800, High cost.
Cadet	$250, $400 (2), $1,000, $4,000, High cost.

Table 122

Employers were asked how reasonable they considered these costs to be :

Very Reasonable	Reasonable	Borderline	Unreasonable	Very Unreasonable	Not Reported	Total
13	17	2	4	1	5	42

Table 123

Employers were asked when apprentices were informed of their opportunities and employer expectations. (29 companies interviewed take apprentices)

On joining company	15
Midway through apprenticeship	13
At end of apprenticeship	19
When vacancy/training is available	8

Table 124

Employers were asked how apprentices were informed of these opportunities :

At interview when joining	14
Staff notice board	4
Company newsletter	1
Personal interview	20
Training circular	0
Word of mouth	5

Table 125

Employers were asked whether the opportunities for training were explained to all young unskilled/semi-skilled employees. (31 employees reported taking school leavers into unskilled/semi-skilled jobs)

Yes	No	Not reported	Total
23	7	1	31

Table 126

Employers were asked how young workers were informed of these opportunities :

Interview when joining	16
Staff notice board	3
Company newsletter	4
Personal interview	21
Training circular	1
Word of mouth	15

Table 127

16 employers reported offering apprenticeships to suitable young unskilled or semi-skilled workers in their employment. (29 companies engaged apprentices)

Table 128

Employers were asked to report how this offer was made to the young people

Staff notice board	3
Company newsletter	0
Personal interview	15
Training circular	0
Word of mouth	5

13. School (Decision making, support to transition, part time work and parent role in work experience, careers education, staffing)

Table 129

Principals reported how significant each of the following is in curriculum decision making in the school.

	Extremely Significant	Decidedly Significant	Significant	Slightly Significant	Not Significant	Not Reported	Total
Principal	12	11	16	4	6	8	47
Internal curriculum committee	12	13	7	5	7	3	47
Education Department Officials	2	2	8	8	21	6	47
Parents	2	1	9	19	12	4	47
Local Community, including industry	0	1	9	13	20	4	47
Heads of subject departments	14	17	9	4	0	3	47
Teaching staff as a whole	4	19	13	7	0	4	47

Table 130

Principals were asked how useful each of the following are in providing support to the school's development of the school to work transition aspect of the curriculum.

	Extremely Useful	Considerably Useful	Moderately Useful	Little Use	No Use	Not Applicable	Not Known	Total
Education Dept-Central Office	1	1	5	8	20	7	5	47
Education Dept-Regional Office	1	8	11	10	6	7	4	47
Board of Secondary Inspectors	0	0	0	2	15	25	5	47
Board of Technical Inspectors	0	0	1	1	11	29	5	47
Technical Division Consultants	0	1	2	6	4	29	5	47
TEAC	5	3	8	4	21	0	6	47
VISE	1	4	10	12	15	0	5	47
CGCS Career Education Section	3	6	13	6	12	0	7	47
Career Education Association	2	8	11	4	16	0	6	47
Subject Association	0	4	8	11	18	0	6	47
Employers	5	11	9	8	8	0	6	47
Industrial Training Commission Consultants	1	4	6	6	24	0	6	47

Other groups which were added by respondents as valuable – CES
CYSS
Service Clubs
Regional Career Teachers

Table 131

Schools were asked whether they had attempted to integrate student's experience in part-time employment into the school curriculum on transition :

Yes	No	Not reported	Total
16	24	7	47

Table 132

They were also asked whether they attempted to integrate the role of the parent into the school – work transition efforts of the school :

Yes	No	Not reported	Total
15	26	6	47

Table 133

Schools were asked whether they offered students courses or practice in the following :

	Yes	No	Not reported	Total
Making application for job	42	1	4	47
Job interviews	39	4	4	47
Job selecting	38	5	4	47

Table 134

Schools were asked whether careers advice was available to all students in the school :

Yes	No	Not reported	Total
41	0	6	47

Table 135

They were asked how many teachers have time allocated for this duty.

1	2	3	3 +	Not reported	Total
34	9	1	1	2	47

Table 136

Schools reported the percentage of teacher's time that was allocated to this duty :

	> 88%	88%	76%	50%	25%	< 25%	
Teacher A	10	3	14	12	5	1	
Teacher B	1	0	3	3	5	0	
Teacher C	1	0	0	0	1	0	
Total	12	5	14	9	6	1	47

14. Employee (Similarity between jobs and description, Expectations, Influence of unemployment, Influences on job choice, School's role in knowledge of manufacturing, School career education).

Table 137

The young employees were asked how similar the job that they actually do is to the job which was advertised :

Extremely Similar	Very Similar	Similar	Dissimilar	Very Dissimilar	No Advertisement	Not known	Total
6	6	6	1	1	23	15	58

Table 138

They were also asked how similar the job that they actually do is to the job as it was described to them at the job interview :

Extremely Similar	Very Similar	Similar	Dissimilar	Very Dissimilar	Not described	Total
23	13	12	3	3	4	58

Table 139

The young employees reported the following about the level at which they had entered the company compared to their expectations :

Much higher	Higher	Same	Lower	Much lower	Not known	Total
1	5	42	8	1	1	58

Table 140

They also reported about the level at which they had entered, compared to the expectations that their family had about their first job :

Much higher	Higher	Same	Lower	Much lower	Total
4	12	37	4	1	58

Table 141

They also reported about the level at which they had entered, compared to the expectations that they thought their teachers had about their first job :

Much higher	Higher	Same	Lower	Much lower	Not known	Total
0	20	25	11	0	2	58

Table 142

They also reported about the level at which they had entered the company compared with their expectations as a result of their school qualifications :

My qualifications suited me for a job at level.

Much higher	Higher	Same	Lower	Much lower	Not known	Total
0	9	41	6	1	1	58

Table 143

The young employees were asked whether they had had a period of unemployment between leaving school and starting this job :

Yes	No	Total
23	35	58

Table 144

The young people were asked how long they were looking for work :

2 weeks	2-4 weeks	1-3 months	3-6 months	6 + months	Total
12	7	8	5	4	36*

* (The fact that more young people (36) reported that they had been looking for work than stated they had a period of unemployment (23), indicates that some of these young people didn't consider the time they searched for a job as unemployment or that, for their own reasons, they didn't register as unemployed or regard themselves as unemployed).

Table 145

The young people were asked, how important an influence the period of unemployment had been, on their taking the job they had :

Very Important	Important	Borderline	Unimportant	Very Unimportant	Total
13	6	3	3	12	37 *

*(The 37 responses here which is more than the number who reported a period of unemployment (23) cannot be adequately explained. It appears that some of the 'unimportant/very unimportant' responses may be from other young employees who did not experience a period of unemployment.)

Table 146

The young employees were asked to indicate to what extent the following had influenced their process of transition from school into their current job :

	Very Great Influence	Quite a Lot	Some Influence	Small Influence	Not at All	Not Reported	Total
Parents/Family	28	14	8	2	2	4	58
School	3	13	10	10	19	3	58
Friends	3	10	18	12	14	1	58
Employer	11	20	6	5	13	3	58
Career Information	5	13	10	8	22	0	58
General Knowledge	9	21	7	9	7	5	58

Other influences mentioned once were work experience, television and HSC results.

Table 147

The employees reported the significance of the school's contribution to their level of understanding of manufacturing industry :

Extremely Significant	Decidedly Significant	Significant	Slightly Significant	Not Significant	Not Reported	Total
4	9	9	18	17	1	58

Table 148

They also reported how attractive employment in manufacturing industry generally had appeared to them when they were at school :

Very Attractive	Attractive	Neutral	Unattractive	Very Unattractive	Not Reported	Total
6	12	15	16	8	1	58

Table 149

The young workers were asked how adequate had been the general career education provided in their school experience :

Very Adequate	Adequate	Borderline	Inadequate	Very Inadequate	Not Reported	Total
18	19	11	5	4	1	58

Table 150

They were also asked how adequate had been the assistance they received from school in their transition to the job they have now :

Very Adequate	Adequate	Borderline	Inadequate	Very Inadequate	Not Reported	Total
4	10	7	9	23	5	58

Table 151

They were also asked how adequate the career information given to them from school had been :

Very Adequate	Adequate	Borderline	Inadequate	Very Inadequate	Not Reported	Total
14	19	12	6	4	3	58

Table 152

The young people were asked how much assistance they received from the following school personnel in transition from school to their job :

	A Lot	Quite a Bit	Some	Very Little	None	Not Reported	Total
Careers Teacher	10	9	8	8	17	6	58
Form Teacher	2	9	9	9	23	6	58
Year Co-Ordinator	3	4	7	6	29	9	58
Vice Principal	0	5	2	6	37	8	58
Principal	0	4	4	2	41	7	58

Other staff members mentioned very infrequently - English, Consumer Education, Art, Science and Physical Education.

Table 153

The young people were asked to report the extent to which they thought the school should have been involved in their transition from school to work :

Much More	More	Same	Less	Not at All	Not Reported	Total
15	17	18	0	2	6	58

APPENDIX A

QUESTIONNAIRE

This Appendix presents the 3 questionnaires as used in the study.

Employer	Questions 1 - 84	Pages 149 - 171
School	Questions 85 - 132	Pages 171 - 182
Young person	Questions 133 - 203	Pages 183 - 197

The following were used to identify and describe the respondents.

Question
Card
Worker
Employer
School
Last Year Level
Sex
Skill
Size Enterprise
Type Enterprise
Location
School Type

Name of Worker

Sex

Name of Enterprise

Address

School

Last Year Level Completed

Size of Enterprise

Type of Enterprise

Location

School Type

Skill

SELECTION

How do you make vacancies known to school leavers :

	YES	NO	VERY SAT	SATIS	BORD	UN SAT	VERY UN SATISF
Newspaper	1	2					
How satisfactory?			1	2	3	4	5
Comm. Empl. Service	1	2					
How satisfactory is CES?			1	2	3	4	5
Local Schools	1	2					
How satisfactory/local schools			1	2	3	4	5
Through employees	1	2					
How satisfactory			1	2	3	4	5
Company newsletter	1	2					
How satisfactory			1	2	3	4	5
Gate enquiries	1	2					
How satisfactory			1	2	3	4	5
Word of mouth	1	2					
How satisfactory			1	2	3	4	5
Family & Friends	1	2					
How satisfactory			1	2	3	4	5
Specify other :	1	2					
How satisfactory			1	2	3	4	5

Do you obtain sufficient numbers of school leaver applicants by your advertising practices for the following :

	YES	NO
unskilled	1	2
semi skilled	1	2
Apprentice	1	2
clerical	1	2
cadet	1	2

		YES	NO
3	Do you use formal tests :	1	2
	If you use formal tests, do these cover :		
	general intelligence	1	2
	literacy	1	2
	numeracy	1	2
	mechanical aptitude	1	2
	personality	1	2
	knowledge of industry	1	2
	general knowledge	1	2
	manual dexterity	1	2
	clerical aptitude	1	2
	typing	1	2
	specify other	1	2
	....	1	2
	From what sources do you obtain these tests :		
	Industry Association	1	2
	A.C.E.R.	1	2
	Own Company	1	2
	Commercial sale (specify)	1	2
	specify other	1	2
	....	1	2
	private consultants	1	2

4 Why do you use these tests ? :

5 Do you recruit any school leavers into unskilled and semi-skilled jobs:

YES	NO
1	2

6 If no, how significant are each of these factors :

	EXTRE SIG	DECID SIG	SIGNI	SLIGHT SIG	NOT SIGNI
no jobs suited to under 18-yr olds	1	2	3	4	5
prefer employees with previous experience	1	2	3	4	5
no suitable applicants	1	2	3	4	5
school leavers unsuitable in past	1	2	3	4	5
too expensive to train	1	2	3	4	5
unstable workers, change jobs too frequently	1	2	3	4	5
changes in industry technology	1	2	3	4	5
other (specify)...........................	1	2	3	4	5
....	1	2	3	4	5

In an interview, what is the significance of each of the following criteria in your selection of successful candidates :

	EXTRE SIG	DECID SIG	SIGNI	SLIGHT SIG	NOT SIGNI
academic results	1	2	3	4	5
attitudes to work	1	2	3	4	5
dress manner and grooming	1	2	3	4	5
personality	1	2	3	4	5
references	1	2	3	4	5
test results	1	2	3	4	5
knowledge about job	1	2	3	4	5
interest in job	1	2	3	4	5
knowledge about firm	1	2	3	4	5
work experience reports	1	2	3	4	5
parental interest	1	2	3	4	5
aptitude for job	1	2	3	4	5
specify other	1	2	3	4	5

3 How satisfactorily do applicants meet your requirements on :

	VERY SATIS	SATIS	BORDERLINE	UN-SATIS	VERY UN SATIS
academic results	1	2	3	4	5
attitudes to work	1	2	3	4	5
dress manner and grooming	1	2	3	4	5
personality	1	2	3	4	5
references	1	2	3	4	5
test results	1	2	3	4	5
knowledge about job	1	2	3	4	5
interest in job	1	2	3	4	5
knowledge about firm	1	2	3	4	5
work experience reports	1	2	3	4	5
parental interest	1	2	3	4	5
aptitude for job	1	2	3	4	5
specify other	1	2	3	4	5

9 Is it your practice to give preference to students from any of the following school groupings for these categories of jobs :

	GOVT TECH	GOVT HIGH	NON-GOVT SECON	NON-GOVT TECH
unskilled	1	2	3	4
semi-skilled	1	2	3	4
apprentice	1	2	3	4
clerical	1	2	3	4
cadet	1	2	3	4

10 Do you use a planned orientation and initial training programme :

YES	NO
1	2

11 How long does it take :

....

12 Who conducts this :

	YES	NO
section head	1	2
personnel officer	1	2
training officer	1	2
apprentice master	1	2
specify other	1	2
....	1	2

13 Do you use a training centre for apprentices :

YES	NO
1	2

14 Do you use a training centre for other young workers :

YES	NO
1	2

15 Which of the following do you include :

	YES	NO
contract and award	1	2
pay rates	1	2
pay collection details	1	2
hours	1	2
overtime	1	2
sick leave	1	2
holidays	1	2
notice	1	2
workers' compensation	1	2
job description	1	2
introduction to people	1	2
history of enterprise & products	1	2
company organisation	1	2
work targets	1	2
accident prevention	1	2
issue of safety glasses, shoes, overalls	1	2
social club, product purchase	1	2
grievance & personal problems procedures	1	2
security	1	2
toilets, canteen	1	2

16 What deficiencies do you observe in the schooling of young workers when you give them initial orientation and on-the-job training :

....

....

....

....

17 What steps do you take to assist young workers with problems in work place :

....

....

....

18 What steps do you take to assist your new young employees to identify with the company :

....

....

....

....

....

19 How successful are these steps :

VERY SUCCE	SUCCESSFUL	BORDERLINE	UN-SUCCE	VERY UNSUCCESS
1	2	3	4	5

20 Can you give an estimate of the costs to the company of selecting, orienting and giving initial training to a school leaver who is :

unskilled ....

semi-skilled ....

apprenticed ....

clerical ....

cadet ....

21 How reasonable do you consider these costs to be :

VERY REASO	REASONABLE	BORDERLINE	UNREASONAB	VERY UNREASONA
1	2	3	4	5

22 What subsidies, Government or other, do you receive to assist with these costs :

....

....

MANPOWER AND TRAINING

UNSKILLED AND SEMI-SKILLED YOUNG WORKERS

23 What year of secondary schooling do you expect young applicants to have completed: (that is, unskilled and semi-skilled workers)

YR 8	YR 9	YR 10	YR 11	YR 12
1	2	3	4	5

24 How long do the majority of these young workers actually stay with your company:

<1YR	1	2	5	10+
1	2	3	4	5

25 How satisfactory to you is this general pattern :

VERY SATIS	SATIS	BORDERLINE	UN-SATIS	VERY UN SATIS
1	2	3	4	5

26 Do young unskilled workers have the opportunity for training in the company to become semi-skilled (below tradesman level) :

YES	NO
1	2

27 If "YES" please give examples: ....

....

....

28 Do you explain these to all young employees :

YES	NO
1	2

29 How are young workers informed of these opportunities :

	YES	NO
interview on joining company	1	2
staff notice board	1	2
company newsletter	1	2
personal interview	1	2
training circular	1	2
word of mouth	1	2
specify other	1	2
....	1	2

30 When you need apprentices do you offer the job to suitable young unskilled or semi-skilled workers already in your employ :

YES	NO
1	2

31 If "YES", is this offer made by :

	YES	NO
staff notice board	1	2
company newsletter	1	2
personal interview	1	2
training circular	1	2
word of mouth	1	2
specify other	1	2
....	1	2

MANPOWER AND TRAINING

APPRENTICES

32 What year of secondary schooling do you expect young applicants to have completed; (that is, apprentices)

YR 8	YR 9	YR 10	YR 11	YR 12
1	2	3	4	5

33 What age do you prefer apprentices to be when they commence an apprenticeship :

15	16	17	18	19+
1	2	3	4	5

34 How long do the majority of them stay with the company when they have completed their apprenticeship :

<1YR	1	2	5	10+
1	2	3	4	5

35 How satisfactory to you is this general pattern :

VERY SATIS	SATIS	BORDERLINE	UN-SATIS	VERY UN SATIS
1	2	3	4	5

36 Do you want some of them to qualify for trade technician or certificate of technology (middle level or higher technician) :

YES	NO
1	2

37 Do you want some of them to qualify for a tertiary course :

YES	NO
1	2

38 Do you expect/want some of them to become supervisors and/or junior management eventually :

YES	NO
1	2

39 When are apprentices informed of these opportunities/expectations :

	YES	NO
on joining company	1	2
mid-way through app/ship	1	2
at end of app/ship	1	2
when vacancy/training is avail.	1	2
specify other	1	2
....	1	2

40 How are apprentices informed of these opportunities

	YES	NO
at interview/orientation/joining	1	2
staff notice board	1	2
company newsletter	1	2
personal interview	1	2
training circular	1	2
word of mouth	1	2
specify other	1	2
....	1	2

MANPOWER AND TRAINING

CLERICAL STAFF

41 What year of secondary schooling do you expect young applicants to have completed :

YR 8	YR 9	YR 10	YR 11	YR 12
1	2	3	4	5

42 How long do the majority of these workers actually stay with your company :

<1 YR	1	2	5	10+
1	2	3	4	5

43 How satisfactory to you is this general pattern :

VERY SATIS	SATIS	BORDERLINE	UN-SATIS	VERY UN SATIS
1	2	3	4	5

44 Do you expect your clerical staff to train at:

	YES	NO
Technical/TAFE College	1	2
Tertiary Institution	1	2
Business college	1	2
other off-site course	1	2

45 Do you offer them any incentives :

	YES	NO
Time-off for class	1	2
Reimbursement of fees	1	2
Pay increase for qualification	1	2
Leave to sit for exams	1	2
Overtime pay for short courses	1	2

46 Do you expect/want some of them to become office supervisors/junior management:

YES	NO
1	2

MANPOWER AND TRAINING

CADETS

47 Do you recruit any young workers under a cadet scheme :

YES	NO
1	2

48 How many do you recruit each year :

....

49 What year of secondary schooling do you expect young applicants to have completed :

YR 8	YR 9	YR 10	YR 11	YR 12
1	2	3	4	5

50 How long has your organisation been using this category :

....

51 Can you outline briefly your cadet training programme :

....

....

....

52 What prospects do they have in your organisation :

....

EDUCATION/EMPLOYER CONTACT

53 Does your firm have formal contact with a school through :

	PRIM	GOVT HIGH	GOVT TECH	NON GT SECON
work experience	1	2	3	4
visits to school to speak	1	2	3	4
teacher and student visits to plant	1	2	3	4
representation on school council	1	2	3	4

54 Do you now, or have you recently conducted courses in a TAFE College or Tertiary Institution :

YES	NO
1	2

55 In general, what input do you personally have to any school or schools :

....

....

56 In general, what input do you have into the education system :

....

....

57 What influence would you like to have :

....

....

....

58 How often do you take students on school work experience into your enterprise:

	YES	NO
constantly	1	2
often	1	2
sometimes	1	2
infrequently	1	2
never	1	2

59 How useful to the students do you regard the work experience placements you have offered :

EXTRE USEF	CONSI USEF	MOD USEF	OF LIT USE	NO USE
1	2	3	4	5

60 How useful to the company do you regard the work experience involvement you have :

EXTRE USEF	CONSI USEF	MOD USEF	OF LIT USE	NO USE
1	2	3	4	5

61 Are you involved in school work experience planning, preparation or follow-up with any school :

YES	NO
1	2

62 Would you like this involvement :

YES	NO
1	2

63 What sort of involvement would you like :

....

....

....

64 How important do you consider each of the following as aims in a school programme ;

	VERY IMPOR	IMPOR	BORD. LINE	UNIMP	VERY UNIMP
To develop in students a spirit of cooperation and the ability to relate to other people	1	2	3	4	5
To develop in students qualities which enable them to critically appraise, live w/in and contribute to society	1	2	3	4	5
To ensure all students have acquired a satis. level of basic skills in literacy, numeracy & oracy (oral communication)	1	2	3	4	5
To foster inventiveness, adaptability, creativity, curiosity and critical thought	1	2	3	4	5
To provide vocational training to students & to have students recognise the significance of employment	1	2	3	4	5
To take account of individual differences, provide maximum opportunity for realisation of individual potential and self-worth thru personal achievement	1	2	3	4	5

65 Are there, in your opinion, any important areas not covered by these aims :

....

....

....

EMPLOYER AND SUPERVISOR ON INDIVIDUAL YOUNG WORKER

NAME OF EMPLOYEE ....

JOB TITLE ....

DATE OF COMMENCEMENT OF WORK WITH COMPANY ....

66 EDUCATIONAL HISTORY : LAST SCHOOL ATTENDED ....
DATE OF LEAVING SCHOOL ....
LAST YEAR LEVEL COMPLETED ....

67 Did you examine his school report :

YES	NO
1	2

68 What general opinion do you have of the reporting system of his school :

....

....

69 Was the quality of N's school reporting system a factor in selecting N :

YES	NO
1	2

70 How adequately did N's school report give you the following information :

	VERY ADEQ	ADEQ	BORD LINE	INAD	VERY INADE
general academic ability	1	2	3	4	5
attitude to study	1	2	3	4	5
persistence	1	2	3	4	5
obedience	1	2	3	4	5
initiative	1	2	3	4	5
manual skill	1	2	3	4	5
mechanical skill	1	2	3	4	5
literacy	1	2	3	4	5
numeracy	1	2	3	4	5

71 Mathematical competence : are the following necessary now +/or later for this employee's job :

	YES	NO	VERY SATIS	SATIS	BORD. LINE	UNSAT	VERY UNSAT
Does N's job require whole no. calculations	1	2					
N's skill at whole no. calc. when first employed			1	2	3	4	5
Does job DECIMAL	1	2					
Ability "			1	2	3	4	5
Does job FRACTIONS	1	2					
Ability "			1	2	3	4	5
Does job MONEY	1	2					
Ability "			1	2	3	4	5
Does job ROUNDING OFF NUMBERS	1	2					
Ability " "			1	2	3	4	5
Does job IMPROPER FRACTIONS & MIXED NUMBERS	1	2					
Ability " "			1	2	3	4	5
Does job CONVERSION : DEC-FRAC	1	2					
Ability " "			1	2	3	4	5
Does job CONVERSION : FRAC-DEC	1	2					
Ability " "			1	2	3	4	5
Does job RATIO	1	2					
Ability " "			1	2	3	4	5
Does job IMPERIAL MEASUREMENT	1	2					
Ability " "			1	2	3	4	5
Does job METRIC MEASUREMENT	1	2					
Ability " "			1	2	3	4	5
Does job CONVERSION : IMP-METRIC	1	2					
Ability " "			1	2	3	4	5
Does job CONVERSION : METRIC-IMP	1	2					
Ability " "			1	2	3	4	5
Does job MEASUREMENT OF ANGLES	1	2					
Ability " "			1	2	3	4	5
Does job ESTIMATION OF ANGLES	1	2					
Ability " "			1	2	3	4	5
Does job AVERAGES	1	2					
Ability " "			1	2	3	4	5
Does job READ GRAPHS	1	2					
Ability " "			1	2	3	4	5
Does job PERCENTAGE DISCOUNTS	1	2					
Ability " "			1	2	3	4	5
Does job PERCENTAGE INTEREST	1	2					
Ability " "			1	2	3	4	5
Does job PERCENT. PROFIT & LOSS	1	2					
Ability " "			1	2	3	4	5

71 Mathematical competence and job, when first employed (CONT) :

	YES	NO	VERY SATIS	SATIS	BORD. LINR	UNSAT	VERY UNSAT
Does N's job require							
CONVERSION % - DEC	1	2					
Ability " "			1	2	3	4	5
Does job CONVERSION % - FRAC	1	2					
Ability " "			1	2	3	4	5
Does job DRAW 3 DIM. SHAPES	1	2					
Ability " "			1	2	3	4	5
Does job IDENTIFY SYMMETRY	1	2					
Ability " "			1	2	3	4	5
Does job SOLVE SIMPLE EQNS	1	2					
Ability " "			1	2	3	4	5
Does job PYTHAGOREAN THEOREM	1	2					
Ability " "			1	2	3	4	5

72. Are you generally satisfied with his mathematical competence :

YES	NO
1	2

73. Does N use a calculator on the job :

YES	NO
1	2

74 In whole number calculations do you need him to be accurate :

100%	95%	90%	80%	70%	60%
1	2	3	4	5	6

75 When he took the job how accurate was he in whole number calculations :

100%	95%	90%	80%	70%	<60%
1	2	3	4	5	6

76 How long will it take/did it take to bring N up to your required standard :

....

77 How important is it that N :

How satisfactory was N at :

	VERY IMPOR SATIS	IMPR SATIS	BORDE RLINE	UNIMP UNSAT	VERY UNIMP UNSAT
Read written instructions in English	1	2	3	4	5
Reading written instructions	1	2	3	4	5
Write simple reports	1	2	3	4	5
Writing simple reports	1	2	3	4	5
Understand trade terminology	1	2	3	4	5
Understanding trade terminology	1	2	3	4	5
Understand verbal instructions in English	1	2	3	4	5
Understanding verbal instructions in English	1	2	3	4	5
Make verbal communications within firm	1	2	3	4	5
Making verbal communications within firm	1	2	3	4	5
Make verbal communication with clients	1	2	3	4	5
Making verbal communication with clients	1	2	3	4	5
Make written communication with clients	1	2	3	4	5
Making written communication with clients	1	2	3	4	5
Write legibly	1	2	3	4	5
Writing legibly	1	2	3	4	5
Spell accurately	1	2	3	4	5
Spelling accurately	1	2	3	4	5

AT POINT OF ENTRY

78 How important for the job for N to have knowledge :
How satisfactory was N's knowledge :

	VERY IMP SATIS	IMP SATIS	BORDE RLINE	UNIMP UNSAT	VERY UNIMP UNSAT
about manufacturing in general	1	2	3	4	5
about manufacturing in general	1	2	3	4	5
of this enterprise	1	2	3	4	5
of this enterprise	1	2	3	4	5
of structure & hierarchy of a private firm	1	2	3	4	5
of structure & hierarchy of a private firm	1	2	3	4	5
product knowledge	1	2	3	4	5
product knowledge	1	2	3	4	5
of need to recognise critical role of quality	1	2	3	4	5
of need to recognise critical role of quality	1	2	3	4	5
of normal pay for his job	1	2	3	4	5
of normal pay for his job	1	2	3	4	5
of normal conditions for his job	1	2	3	4	5
of normal conditions for his job	1	2	3	4	5
of sound career path information	1	2	3	4	5
of sound career path information	1	2	3	4	5
about job interview requirements	1	2	3	4	5
about job interview requirements	1	2	3	4	5
about unions	1	2	3	4	5
about unions	1	2	3	4	5

79 How important is it for N to be :

How satisfactory was N's performance when he started work :

	VERY IMP SATIS	IMP SATIS	BORDE RLINE	UNIMP UNSAT	VERY UNIMP UNSAT
Punctual	1	2	3	4	5
Punctuality	1	2	3	4	5
Regular in attendance	1	2	3	4	5
Attendance when he started work	1	2	3	4	5
Respect for authority	1	2	3	4	5
Respect for authority	1	2	3	4	5
Willing to take constructive criticism	1	2	3	4	5
Willingness to take constructive criticism	1	2	3	4	5
display leadership	1	2	3	4	5
leadership	1	2	3	4	5
Display ambition	1	2	3	4	5
level of ambition	1	2	3	4	5
Able to relate to peers	1	2	3	4	5
Ability to relate to peers	1	2	3	4	5
Show consideration for others	1	2	3	4	5
Consideration for others	1	2	3	4	5
Diligent	1	2	3	4	5
Diligence	1	2	3	4	5
High standard of personal appearance	1	2	3	4	5
Standard of personal appearance	1	2	3	4	5
Motivated to learn job	1	2	3	4	5
Motivation to learn job	1	2	3	4	5
Initiative	1	2	3	4	5
Initiative	1	2	3	4	5

80 In general how well does N meet your requirements for this job ?

....

....

....

81 How well does N meet Company requirements for a junior in view of Company Manpower Policy ?

....

....

....

82 In what ways did school prepare him adequately for his job ?

....

....

....

....

83 In what ways did school not prepare him adequately for his job ?

....

....

....

....

84 Why do you think this was so ?

....

....

....

....

....

85 How significant are each of the following in curriculum decision-making in your school :

	EXTR SIGNI	DECID SIGNI	SIGNI	SLIGHT SIGNI	NOT SIGNI
principal	1	2	3	4	5
internal curriculum committee	1	2	3	4	5
Education Department officials	1	2	3	4	5
parents	1	2	3	4	5
local community, incl. industry	1	2	3	4	5
heads of subject departments	1	2	3	4	5
teaching staff as a whole	1	2	3	4	5

86 How significant an influence on your school curriculum is the industrial/manufacturing community :

EXTR SIGNI	DECID SIGNI	SIGNI	SLIGHT SIGNI	NOT SIGNI
1	2	3	4	5

87 How significant an influence do you think it should be :

EXTR SIGNI	DECID SIGNI	SIGNI	SLIGHT SIGNI	NOT SIGNI
1	2	3	4	5

88 How important do you consider each of the following as aims in a school programme ;

	VERY IMPOR	IMPOR	BORD. LINE	UNIMP	VERY UNIMP
1 To develop in students a spirit of cooperation and the ability to relate to other people	1	2	3	4	5
2 To develop in students qualities which enable them to critically appraise, live w/in and contribute to society	1	2	3	4	5
3 To ensure all students have acquired a satis. level of basic skills in literacy, numeracy & oracy (oral communication)	1	2	3	4	5
4 To foster inventiveness, adaptability, creativity, curiosity and critical thought	1	2	3	4	5
5 To provide vocational training to students & to have students recognise the significance of employment	1	2	3	4	5
6 To take account of individual differences, provide maximum opportunity for realisation of individual potential and self-worth thru personal achievement	1	2	3	4	5

89 Are there, in your opinion, any important areas not covered by these aims :

....

....

90 How significant are the needs of each of the following in the design and completion of your regular school reports on individual students :

	EXTR SIGNI	DECID SIGNI	SIGNI	SLIGHT SIGNI	NOT SIGNI
student	1	2	3	4	5
parent	1	2	3	4	5
employer	1	2	3	4	5
other educational institutions	1	2	3	4	5
school staff and administration	1	2	3	4	5

91. Do you prepare a separate school report for school leavers :

YES	NO
1	2

92 Do you have any employers on your school council :

YES	NO
1	2

93 Have you worked in job/s other than in education :

YES	NO
1	2

94 Do you have any present direct personal involvement with private enterprise :

YES	NO
1	2

95 How frequently do representatives of private industry visit your school and make contact with students each year :

1	5	10	15	20	25	>25
1	2	3	4	5	6	7

96 How frequently do groups of students from your school visit manufacturing enterprises :

1	5	10	15	20	25	>25
1	2	3	4	5	6	7

97 Does your school have a work experience programme :

YES	NO
1	2

98 What percentage of your staff are involved in making contact with employers as a result of this programme :

100%	90%	50%	10%	<5%
1	2	3	4	5

99 Which of the following subject departments in your school has contact with employers through work experience programmes :

	YES	NO
English	1	2
Humanities	1	2
Science	1	2
Trade Subjects	1	2
Mathematics	1	2
Art/Craft	1	2
Physical Education	1	2
Commerce	1	2
Home Economics	1	2
Music	1	2

100 What percentage of students are offered work experience in their last 3 years at the school :

100%	80%	50%	25%	10%
1	2	3	4	5

101 Approximately what percentage of students take up this offer in the last 3 years of their schooling :

100%	80%	50%	25%	10%
1	2	3	4	5

102 How often do the majority of students go on Work Experience in the last 3 years of their schooling :

1	2	3	4	4+
1	2	3	4	5

103 How significant are each of the following factors in restricting the number of students who go on work experience and how often they can go :

	EXTR SIGNI	DECID SIGNI	SIGNI	SLIGHT SIGNI	NOT SIGNI
Limited no. total places offered by industry	1	2	3	4	5
insufficient time avail. for WE co-ord in schl	1	2	3	4	5
school policy limits release of students	1	2	3	4	5
limited range of job offered by empl. for WE	1	2	3	4	5
parental views on value of WE	1	2	3	4	5
student willingness to take up certain WE jobs	1	2	3	4	5

104 How important do you consider it to be that "work experience be integrated into the total school curriculum" :

VERY IMP	IMP	BORDERLINE	UNIMP	VERY UNIMP
1	2	3	4	5

105 How adequately is work experience integrated into the total curriculum of your school :

VERY ADEQ	ADEQ	BORDERLINE	INADE	VERY INAD
1	2	3	4	5

106 Have you attempted to integrate student's experience in part-time jobs into the school curriculum on transition :

YES	NO
1	2

107 How do you do this :

....

....

....

....

108 Is careers advice available to all students in your school :

YES	NO
1	2

109 How many teachers have time allocated for this duty :

1	2	3	3+
1	2	3	4

110 What percentage of their time is allocated to this duty :

teacher A	1	2	3	4	5	6
teacher B	1	2	3	4	5	6
teacher C	1	2	3	4	5	6
teacher D	1	2	3	4	5	6
teacher E+	1	2	3	4	5	6
	> 88%	88%	76%	50%	25%	<25%
total	1	2	3	4	5	6

111 How important in the choice of the work experience placement for the individual student are the wishes of each of the following :

	VERY IMP	IMP	BORDERLINE	UNIMP	VERY UNIMP
student	1	2	3	4	5
parent	1	2	3	4	5
teachers	1	2	3	4	5
work experience co-ordinator	1	2	3	4	5
employer	1	2	3	4	5

112 Does your school offer students courses/practice in :

	YES	NO
making applications for jobs	1	2
job interviews	1	2
job seeking	1	2

113 How are students selected for this assistance :

	YES	NO
student choice	1	2
staff choice	1	2
parents' choice	1	2
by course chosen	1	2
other	1	2

114 Do you integrate the role of the parent in the school-work transition efforts of the school :

YES	NO
1	2

115 How is this done : ....

....

....

....

116 How useful are each of the following in providing support to your school's development of the school to work transition aspect of the curriculum :

	EXTR USEF	CONSID USEF	MODER USEF	LITTLE USE	NO USE
Education Dept. - Central Office	1	2	3	4	5
Education Dept. - Regional Office	1	2	3	4	5
Board of Secondary Inspectors	1	2	3	4	5
Board of Technical Inspectors	1	2	3	4	5
Technical Division Consultants	1	2	3	4	5
TEAC	1	2	3	4	5
VISE	1	2	3	4	5
CGCS Career Education Section	1	2	3	4	5
Career Education Association	1	2	3	4	5
Subject Association	1	2	3	4	5
Employers	1	2	3	4	5
Unions	1	2	3	4	5
Industrial Training Commission Industry Consult	1	2	3	4	5
Other, specify	1	2	3	4	5
....	1	2	3	4	5

117 What are the major problems your school faces in developing the school to work transition component of the curriculum :

....

....

....

....

....

118 What further support do you require in developing your curriculum in the area of school to work transition :
You may like to refer to Department policy, staffing, training, divisional policy, TEAC, regional support.

....

....

....

....

....

....

....

119 How good did you think N would be at surviving in the work force when he left school :

	EXCEP GOOD	REAS GOOD	SOSO	REAS POOR	EXCEP POOR
	1	2	3	4	5

120 How adequately, in your opinion, would N's school experiences have fostered in him the following attributes :

	VERY ADEQ	ADEQ	BORDERLINE	INADEQ	VERY INADEQ
punctuality	1	2	3	4	5
regular attendance	1	2	3	4	5
respect for authority	1	2	3	4	5
willingness to take constructive criticism	1	2	3	4	5
leadership capacity	1	2	3	4	5
ambition	1	2	3	4	5
ability to relate to peers	1	2	3	4	5
consideration of others	1	2	3	4	5
diligence	1	2	3	4	5
personal appearance	1	2	3	4	5
motivation to learn	1	2	3	4	5
initiative	1	2	3	4	5

121 When N was at school did he study courses which would have enabled him to do the following :

How satisfactory do you think he was at doing them :

	YES	NO	VERY SATIS	SATIS	BORDERLINE	UNSAT	VERY UNSAT
read written instructions	1	2					
reading written instructions			1	2	3	4	5
complete forms and record sheets	1	2					
completing forms and " "			1	2	3	4	5
write simple reports	1	2					
writing simple reports			1	2	3	4	5
understand trade terminology	1	2					
understanding trade terminology			1	2	3	4	5
understand verbal instructions	1	2					
understanding verbal " "			1	2	3	4	5
make verbal communication w/in enterprise	1	2					
making verbal communication w/in enterprise			1	2	3	4	5
make verbal communication w clients	1	2					
making verbal " "			1	2	3	4	5
spell accurately	1	2					
spelling accurately			1	2	3	4	5
write legibly	1	2					
writing legibly			1	2	3	4	5

The following are some aspects of general knowledge which are sometimes required of young job applicants.

122 How adequately do you think N's school experience would have given him this knowledge, or the knowledge of how to obtain this information :

	VERY ADEQ	ADEQ	BORDERLINE	INADEQ	VERY INADEQ
know; manufacturing industry	1	2	3	4	5
concerning firm he wanted job with	1	2	3	4	5
structure & hierarchy of a private firm	1	2	3	4	5
product knowl, firm wanted job with	1	2	3	4	5
critical role of quality in profitability	1	2	3	4	5
normal pays rates for junior, his job	1	2	3	4	5
normal conditions for his job	1	2	3	4	5
career path information	1	2	3	4	5
job interview requirements	1	2	3	4	5
information about unions	1	2	3	4	5

123 Do you reject any of these as not the function of the school to provide the information or the knowledge of how to obtain that information:

....
....
....
....
....
....
....

124 In what ways did school prepare him adequately for his job?

....
....
....
....

125 In what ways did school not prepare him adequately for his job?

....
....
....
....

126 Why do you think this was so?

....
....
....
....

127 Did N study a mathematics course which covered the following, and how satisfactory was his performance in each:

	YES	NO	VERY SATIS	SATIS	BORD. LINE	UNSAT	VERY UNSAT
Course incl: whole no. calculations	1	2					
whole no. calc. - ability in :			1	2	3	4	5
DECIMAL	1	2					
"			1	2	3	4	5
FRACTIONS	1	2					
"			1	2	3	4	5
MONEY	1	2					
"			1	2	3	4	5
ROUNDING OFF NUMBERS	1	2					
" "			1	2	3	4	5
IMPROPER FRACTIONS & MIXED NUMBERS	1	2					
" "			1	2	3	4	5
CONVERSION : DEC-FRAC	1	2					
" "			1	2	3	4	5
CONVERSION : FRAC-DEC	1	2					
" "			1	2	3	4	5
RATIO	1	2					
" "			1	2	3	4	5
IMPERIAL MEASUREMENT	1	2					
" "			1	2	3	4	5
METRIC MEASUREMENT	1	2					
" "			1	2	3	4	5
CONVERSION : IMP-METRIC	1	2					
" "			1	2	3	4	5
CONVERSION : METRIC-IMP	1	2					
" "			1	2	3	4	5
MEASUREMENT OF ANGLES	1	2					
" "			1	2	3	4	5
ESTIMATION OF ANGLES	1	2					
" "			1	2	3	4	5
AVERAGES	1	2					
" "			1	2	3	4	5
READ GRAPHS	1	2					
" "			1	2	3	4	5
PERCENTAGE DISCOUNTS	1	2					
" "			1	2	3	4	5
PERCENTAGE INTEREST	1	2					
" "			1	2	3	4	5
PERCENT. PROFIT & LOSS	1	2					
" "			1	2	3	4	5

127 Mathematics course covering, and competence in (CONT):

	YES	NO	VERY SATIS	SATIS	BORD. LINR	UNSAT	VERY UNSAT
CONVERSION % - DEC	1	2					
" "			1	2	3	4	5
CONVERSION % - FRAC	1	2					
" "			1	2	3	4	5
DRAW 3 DIM. SHAPES	1	2					
" "			1	2	3	4	5
IDENTIFY SYMMETRY	1	2					
" "			1	2	3	4	5
SOLVE SIMPLE EQNS	1	2					
" "			1	2	3	4	5
PYTHAGOREAN THEOREM	1	2					
" "			1	2	3	4	5

128 Does any department in the school teach or use imperial measurement :

YES	NO
1	2

129 If so, which :

....

....

....

130 When N left school, how accurately could he perform whole number calculations :

100%	98%	90%	80%	70%	60%	<60%
1	2	3	4	5	6	7

131 How often did N use a calculator in class while learning basic arithmetical functions :

ALW	USU	SOME	RARE	NEVER
	>90%	>35%	<10%	
1	2	3	4	5

132 Did you give written information on his mathematical competence in his school report :

YES	NO
1	2

133 My present job title is :

134 Before I left school I wanted to be a :

135 I was interested in this type of work because :

136 This job was my :

	1ST	2ND	3RD	4TH
Choice	1	2	3	4

137 This job was the only one I could get :

YES	NO
1	2

138 Did you have another full-time job before this one :

YES	NO
1	2

139 How did you find out about the job you now have :

	YES	NO
Newspaper	1	2
C.E.S.	1	2
At School	1	2
Company newsletter	1	2
Gate enquiry	1	2
Family	1	2
Friends	1	2
Word of mouth	1	2
Other (specify)	1	2
....	1	2

140 How similar is the job you actually do to the job which was advertised :

EXTR SIM	VERY SIM	SIM	DISS	VERY DISSIM
1	2	3	4	5

141 How similar is the job you actually do to the job as it was described at the job interview :

EXTR SIM	VERY SIM	SIM	DISS	VERY DISSIM
1	2	3	4	5

142 Did you have a period of unemployment between leaving school and starting this job :

YES	NO
1	2

143 How long were you looking for work :

<2 WKS	2-4 WKS	1-3 MTHS	3-6 MTHS	6+ MTHS
1	2	3	4	5

144 How important an influence was that experience of unemployment in your taking this job :

VERY IMP	IMP	BORDE	UNIMP	VERY UNIMP
1	2	3	4	5

145 At the moment, I expect to be with the company :

<1YR	1-2 YRS	2-5 YRS	5-10 YRS	most life
1	2	3	4	5

146 What were your expectations about the level at which you would commence employment in this company :

MUCH HGR	HIGH	SAME	LOWR	MUCH LWR
1	2	3	4	5

147 How did the level at which you began in this company compare with the expectations your family had about your first job :

MUCH HGR	HIGH	SAME	LOWR	MUCH LWR
1	2	3	4	5

148 How did the level at which you began in this company compare with the expectations your teachers had about your first job :

MUCH HIGH	HIGH	SAME	LOWR	MUCH LOWR
1	2	3	4	5

149 How did the level at which you entered the company in your first job compare with your expectations as a result of your school qualifications :
Qualifications suited me for job at/level

MUCH HIGH	HIGH	SAME	LOWR	MUCH LOWR
1	2	3	4	5

150 When I left school, my level of preparation for this job was :

VERY GOOD	GOOD	SATIS	UNSAT	TOT INAD
1	2	3	4	5

151 When I left school, my level of preparation for work generally was :

VERY GOOD	GOOD	SATIS	UNSAT	TOT INAD
1	2	3	4	5

152 Currently, my general feeling of competence in the job I am doing is :

VERY HIGH	HIGH	SATIS	LOW	VERY LOW
1	2	3	4	5

153 Currently, my general level of satisfaction in my job is :

VERY HIGH	HIGH	SATIS	LOW	VERY LOW
1	2	3	4	5

154 Generally, my feelings of security in the company are :

VERY POS	POS	NEUT	NEG	VERY NEG
1	2	3	4	5

155 How significant in your current attitude to your job are the following :

	EXTR SIGNI	DECID SIGNI	SIGNI	SLIGHT SIGNI	NOT SIGNI
Your relationship with your Supervisor	1	2	3	4	5
" relationship/s with your fellow worker/s	1	2	3	4	5
" relationship to the job itself	1	2	3	4	5

156 At the moment I would like to be with the company :

<1YR	1-2 YRS	2-5 YRS	5-10 YRS	most life
1	2	3	4	5

157 Do you feel that you have opportunities for further training in this company :

YES	NO
1	2

158 Do you feel that your opportunities for further training within this company are :

EXCEP GOOD	REAS GOOD	SOSO	REAS POOR	EXCEP POOR
1	2	3	4	5

159 If I remain with the company I expect eventually to be employed at the / level :

	YES	NO
managerial	1	2
supervisory	1	2
a more skilled level	1	2
remain at same level	1	2

	CONST	OFTEN	OCCAS	SELD	NEVER
whole number calculations	1	2	3	4	5
decimal	1	2	3	4	5
fractions	1	2	3	4	5
money	1	2	3	4	5
rounding off numbers	1	2	3	4	5
improper fractions and mixed numbers	1	2	3	4	5
conversion : fractions - decimals	1	2	3	4	5
conversion : decimals - fractions	1	2	3	4	5
ratio	1	2	3	4	5
imperial measurement	1	2	3	4	5
metric measurement	1	2	3	4	5
conversion : metric - imperial	1	2	3	4	5
conversion : imperial - metric	1	2	3	4	5
angles : measurement	1	2	3	4	5
angles : estimation	1	2	3	4	5
averages	1	2	3	4	5
read graphs	1	2	3	4	5
percentages : discounts	1	2	3	4	5
percentages : interest	1	2	3	4	5
percentages ; profit and loss	1	2	3	4	5
conversion : % - decimals	1	2	3	4	5
conversion : % - fractions	1	2	3	4	5
draw 3 dimensional shapes	1	2	3	4	5
identify symmetry	1	2	3	4	5
solve simple equations	1	2	3	4	5
Pythagorean Theorem	1	2	3	4	5

16) List in order of priority the most important of these numerical skills in your job :

1.................................

2.................................

3.................................

4.................................

5.................................

162 How often does your present job require the following communication skills :

	CONST	OFTEN	OCCAS	SELD	NEVER
read written instructions	1	2	3	4	5
complete forms/record sheets	1	2	3	4	5
write simple reports	1	2	3	4	5
understand trade terminology	1	2	3	4	5
understand verbal instructions in English	1	2	3	4	5
give verbal reports	1	2	3	4	5
make verbal communication with clients	1	2	3	4	5
written communication with clients	1	2	3	4	5
spelling	1	2	3	4	5
legible handwriting	1	2	3	4	5

163 List in order of priority the most important of these communication skills in your job :

1.................................

2.................................

3.................................

4.................................

5.................................

164 How important in the performance of your job do you regard each of the following personal attributes :

	VERY IMP	IMP	BORDE	UNIMP	VERY UNIMP
punctuality	1	2	3	4	5
regular attendance	1	2	3	4	5
respect for authority	1	2	3	4	5
willingness to take constructive criticism	1	2	3	4	5
leadership capacity	1	2	3	4	5
ambition	1	2	3	4	5
ability to relate to peers	1	2	3	4	5
consideration of others	1	2	3	4	5
diligence	1	2	3	4	5
personal appearance	1	2	3	4	5
motivation to learn job	1	2	3	4	5
initiative	1	2	3	4	5

165a How adequately did school prepare you in each of the following numerical and communication skills :

	VERY ADEQ	ADEQ	BORDE	INAD	VERY INAD
whole number calculations	1	2	3	4	5
decimal	1	2	3	4	5
fractions	1	2	3	4	5
money	1	2	3	4	5
rounding off numbers	1	2	3	4	5
improper fractions and mixed numbers	1	2	3	4	5
conversion : fractions - decimals	1	2	3	4	5
conversion : decimals - fractions	1	2	3	4	5
ratio	1	2	3	4	5
imperial measurement	1	2	3	4	5
metric measurement	1	2	3	4	5
conversion : metric - imperial	1	2	3	4	5
conversion : imperial - metric	1	2	3	4	5
angles : measurement	1	2	3	4	5
angles : estimation	1	2	3	4	5
averages	1	2	3	4	5
read graphs	1	2	3	4	5
percentages : discounts	1	2	3	4	5
percentages : interest	1	2	3	4	5
percentages ; profit and loss	1	2	3	4	5
conversion : % - decimals	1	2	3	4	5
conversion : % - fractions	1	2	3	4	5
draw 3 dimensional shapes	1	2	3	4	5
identify symmetry	1	2	3	4	5
solve simple equations	1	2	3	4	5
Pythagorean Theorem	1	2	3	4	5
read simple safety rules in English	1	2	3	4	5
165b read written instructions	1	2	3	4	5
complete forms/record sheets	1	2	3	4	5
write simple reports	1	2	3	4	5
understand trade terminology	1	2	3	4	5
understand verbal instructions in English	1	2	3	4	5
give verbal reports	1	2	3	4	5
make verbal communication with clients	1	2	3	4	5
written communication with clients	1	2	3	4	5
spelling	1	2	3	4	5
write legibly	1	2	3	4	5

166 How adequately did your school experiences foster in you the following attributes :

	VERY ADEQ	ADEQ	BORDE	INAD	VERY INAD
punctuality	1	2	3	4	5
regular attendance	1	2	3	4	5
respect for authority	1	2	3	4	5
willingness to take constructive criticism	1	2	3	4	5
leadership capacity	1	2	3	4	5
ambition	1	2	3	4	5
ability to relate to peers	1	2	3	4	5
consideration of others	1	2	3	4	5
diligence	1	2	3	4	5
personal appearance	1	2	3	4	5
motivation to learn job	1	2	3	4	5
initiative	1	2	3	4	5

167 How important do you consider each of the following as aims in a school programme ;

	VERY IMPOR	IMPOR	BORD. LINE	UNIMP	VERY UNIMP
To develop in students a spirit of cooperation and the ability to relate to other people	1	2	3	4	5
To develop in students qualities which enable them to critically appraise, live w/in and contribute to society	1	2	3	4	5
To ensure all students have acquired a satis. level of basic skills in literacy, numeracy & oracy (oral communication)	1	2	3	4	5
To foster inventiveness, adaptability, creativity, curiosity and critical thought	1	2	3	4	5
To provide vocational training to students & to have students recognise the significance of employment	1	2	3	4	5
To take account of individual differences, provide maximum opportunity for realisation of individual potential and self-worth thru personal achievement	1	2	3	4	5

168 Are there, in your opinion, any important areas not covered by these aims :

....

169 Did you take part in a work experience programme at school :

YES	NO
1	2

170 At what level did you take part :

	YES	NO
Year 8	1	2
Year 9	1	2
Year 10	1	2
Year 11	1	2
Year 12	1	2

171 How long did you spend on work experience in each year :

	1 WK	1 WK	2 WKS	3-4 WKS	5-6
Year 8	1	2	3	4	5
Year 9	1	2	3	4	5
Year 10	1	2	3	4	5
Year 11	1	2	3	4	5
Year 12	1	2	3	4	5

172 How adequately did the school's work experience programme (school activities before and after, as well as work placement) prepare you for work generally :

VERY ADEQ	ADEQ	BORDE	INAD	VERY INAD
1	2	3	4	5

173 How adequately did that same work experience programme prepare you for your current job :

VERY ADEQ	ADEQ	BORDE	INAD	VERY INAD
1	2	3	4	5

174 Who selected your work experience placement :

	YES	NO
you	1	2
careers teacher	1	2
other teacher	1	2
parents	1	2
friend/s	1	2
other - specify	1	2

175 How adequate was the preparation for work experience which took place at school before you began your work placement :

VERY ADEQ	ADEQ	BORDE	INAD	VERY INAD
1	2	3	4	5

176 How adequate was the follow-up done at school after you did your work experience placement :

VERY ADEQ	ADEQ	BORDE	INAD	VERY INAD
1	2	3	4	5

177 Was an employer involved in the preparation and follow-up activities of your work experience placement :

YES	NO
1	2

178 How adequately was the experience you gained on placement used in your school programme :

	VERY ADEQ	ADEQ	BORDE	INAD	VERY INAD
mathematics	1	2	3	4	5
English	1	2	3	4	5
Social Sciences (social studies, consumer studies, etc)	1	2	3	4	5
Trade	1	2	3	4	5
other subjects, specify	1	2	3	4	5
general	1	2	3	4	5

179 Did you use work experience as a way of selecting the job you wanted to do :

YES	NO
1	2

180 When you did work experience was it in a job you wanted at the time :

	YES	NO
last work experience	1	2
second last work experience	1	2
third last work experience	1	2

181 Was it the job you have now :

YES	NO
1	2

182 How adequate was the general career education provided in your school experience :

VERY ADEQ	ADEQ	BORD	INAD	VERY INAD
1	2	3	4	5

183 How adequate was the assistance you received from school in your transition to the job you now have :

VERY ADEQ	ADEQ	BORD	INAD	VERY INAD
1	2	3	4	5

184 How adequate was the information given to you from school about career opportunities and choices :

VERY ADEQ	ADEQ	BORD	INAD	VERY INAD
1	2	3	4	5

185 How much assistance did you recieve from the following school personnel in transition from school to this job :

	A LOT	QUITE A BIT	SOME	VERY LITTLE	NONE
careers teacher	1	2	3	4	5
form teacher	1	2	3	4	5
year co-ordinator	1	2	3	4	5
Vice-Principal	1	2	3	4	5
Principal	1	2	3	4	5
other staff member/s	1	2	3	4	5
....	1	2	3	4	5

186 To what extent do you think that the school should have been involved in your transition to the job you now have :

MUCH MORE	MORE	SAME	LESS	NOT AT ALL
1	2	3	4	5

187a What were your expectations of the school's careers programme :

....

....

187b Were they fulfilled : ....

....

....

188 Did your current employer look at your school report when interviewing you for this job :

YES	NO
1	2

189 How important do you think the employer regarded your school report in assessing you for this job :

VERY IMP	IMP	BORD	UNIMP	VERY UNIMP
1	2	3	4	5

190 How satisfactory was your school report in helping you get a job :

VERY SATIS	SATIS	BORD	UNSAT	VERY UNSAT
1	2	3	4	5

191 From the following list indicate to what extent each influenced your transition form school into this job :

	VERY GRT	QUITE A LOT	SOME INFL	SMALL INFL	NOT AT ALL
parents/family	1	2	3	4	5
school	1	2	3	4	5
friends	1	2	3	4	5
employer	1	2	3	4	5
career information	1	2	3	4	5
general knowledge	1	2	3	4	5
other, specify	1	2	3	4	5
....	1	2	3	4	5

192 Generally, how helpful has your employer been in assisting your transition from school into this job :

VERY HELP	HELP	SATIS	LITTLE HELP	NOT AT ALL
1	2	3	4	5

193 Was there an orientation programme involved when you began this job :

YES	NO
1	2

194 How adequate was information and assistance given to you by your employer in each of the following areas :

	VERY ADEQ	ADEQ	BORD	INAD	VERY INAD
contract and award	1	2	3	4	5
pay rates	1	2	3	4	5
pay collection details	1	2	3	4	5
hours	1	2	3	4	5
overtime	1	2	3	4	5
sick leave	1	2	3	4	5
holidays	1	2	3	4	5
notice	1	2	3	4	5
workers' compensation	1	2	3	4	5
job description	1	2	3	4	5
introduction to people	1	2	3	4	5
history of enterprise & products	1	2	3	4	5
company organisation	1	2	3	4	5
work targets	1	2	3	4	5
accident prevention	1	2	3	4	5
issue/safety glasses, shoes, o'alls	1	2	3	4	5
social club, product purchase	1	2	3	4	5
grievance & pers. problems procedure	1	2	3	4	5
security	1	2	3	4	5
toilets, canteen	1	2	3	4	5

195 How valuable was the orientation programme generally :

VERY VAL	VAL	SATIS	LITTLE VALUE	NO VALUE
1	2	3	4	5

196 To what extent has your orientation to this job and the general conditions of your employment made you feel that you belong in this organisation :

VERY HIGH	HIGH	BORD	VERY LITTLE	NOT AT ALL
1	2	3	4	5

197 When you commenced the job you now have, how adequate would you have described your understanding of the following aspects of manufacturing industry :

How important do you think an understanding of each one is to your job :

	VERY SATIS IMP	SATIS IMP	BORD	UNSAT UNIMP	VERY UNSAT UNIMP
about manufacturing in general	1	2	3	4	5
about manufacturing in general	1	2	3	4	5
of this enterprise	1	2	3	4	5
of this enterprise	1	2	3	4	5
of structure & hierarchy of a private firm	1	2	3	4	5
of structure & hierarchy of a private firm	1	2	3	4	5
product knowledge	1	2	3	4	5
product knowledge	1	2	3	4	5
of need to recognise critical role of quality	1	2	3	4	5
of need to recognise critical role of quality	1	2	3	4	5
of normal pay for his job	1	2	3	4	5
of normal pay for his job	1	2	3	4	5
of normal conditions for his job	1	2	3	4	5
of normal conditions for his job	1	2	3	4	5
of sound career path information	1	2	3	4	5
of sound career path information	1	2	3	4	5
about job interview requirements	1	2	3	4	5
about job interview requirements	1	2	3	4	5
about unions	1	2	3	4	5
about unions	1	2	3	4	5

198 How significant was the school's contribution to your level of understanding of manufacturing industry :

EXTR SIGNI	DECID SIGNI	SIGNI	SLIGHT SIGNI	NOT SIGNI
1	2	3	4	5

199 How attractive did manufacturing industry generally appear to you when you were at school :

VERY ATTR	ATTR	NEUT	UNATT	VERY UNATTR
1	2	3	4	5

200 General comments about your school to work transition experience:

Strengths/Advantages...

....

201 Weaknesses/Disadvantages...

....

202 Particular problem areas ....

....

203 Suggestions ....

....

CASE STUDIES

The Project Officers prepared brief case studies on the 58 young people. In the interests of anonymity fictitious names have been given for individuals, companies and schools.

These case studies were used by the Project Officers in follow up discussion sessions during September 1981 with interested company and school representatives from the 42 companies and 47 schools.
They proved a valuable focus for discussion of the problems of young people in transition. The discussion generated a number of suggestions for further action which have been incorporated in the recommendations of this report.

A supplementary folder of case studies is available from VCM at the cost of $3.00 by contacting Margaret Bride at VCM, 370 St. Kilda Road, Melbourne, 3004 - Telephone 698 4111.

The studies could be used with students and in groups with teachers, parents or people from industry to stimulate discussion on transition.

The following samples of the case studies are included here as additional information relevant to the report.

FRANCINE BRYLEE

Francine attended an academically oriented girls high school where there is a commitment to HSC and tertiary education. She is an example of a large number of girls at the school who are not interested in or suited to academic education. Francine had wanted to be a mothercraft nurse, because "she loves kids" but felt that she wouldn't have been able to cope with Year 12. She now regrets that she couldn't pursue that career.
Her parents, like many others at the school, work in factories and discourage their daughters from this type of employment, having a preference for academic schooling for their children.

Parent involvement in the school is limited. The absence of a process within the school for staff to review curriculum means that it remains inappropriate for many students.

Francine's current employer visited her school when she was in Year 9, recruiting machinists and explaining manufacturing industry.
She responded and although her employer thinks she is liking her work, she is dissatisfied, largely because of the conditions and pressure of work and because the job hasn't provided the opportunity for training which the employer said it would.

Francine's teachers feel that she would have been well prepared for work in verbal skill, basic numerical skill and general social interaction, although she would lack initiative which was not developed at school. Her employer is critical of the level of understanding of the "world of work" shown by young people and whilst he regards Francine as having potential, is often critical of her lack of application.

SUE MORRISON

Sue completed a year 11 secretarial studies course in 1980 at her local high school. In year 10 she had the opportunity to do work experience in an office. This helped her to select her year 11 course.

The co-ordinator of this course frequently visits local firms and has discussed the course in detail with the office supervisors. This has enabled her to update the course in line with industry requirements. No doubt this contributed to Sue's statement : "I was very well prepared for this job".

When she first left school she began work as a temporary office worker in a real estate office but found the job too difficult because she was not confident in telephone technique. Sue said that the only fault in her school preparation was that they had not given her opportunity to develop more confidence in speaking to strangers, especially on the telephone.

Her present employer was very well satisfied with her in every respect. He found her very receptive to training and very well prepared in all the basic office duties hence able to move confidently from one task to another. This man said he did not believe telephone reception work was a job suitable for a school leaver and was critical of her first employer for attempting to use such a young girl in that type of work.

ALISON ROBSON

Alison is working in the laboratory of a large food manufacturing company. In 1980 she completed HSC at a small private school where she was given a sound background in Chemistry, Biology and General Mathematics. The school described her as a girl who had a very closed mind about career options and had found her unwilling to explore beyond the requirements for enrolment in a Science Degree course at Melbourne University. There was no opportunity while at school for her to go on work experience, but she had chosen not to participate in the work observation organised by the school, perhaps because she did not have close relationships with other girls in her year.

When interviewed Alison was very critical of the school careers programme, saying that they offered her no information on any future options except nursing and university study.

The results she obtained at HSC were disappointing to her and she realised that she was not able to enter the course of her first choice. She believed, at that time, her only option was to repeat HSC but saw her present job advertised and applied for it. She expressed great surprise that any laboratory was available for a person who did not have a degree.

Since taking the job she has become aware that there are a variety of ways she can pursue further study either full or part time.
At work she is valued for her ability to work steadily and accurately although her supervisor finds it difficult to communicate with her.

There is evidence that the school did identify Alison's difficulties but whether they could have assisted her in spite of herself is hard to say.

DANNY THATCHER

Danny is employed as an apprentice in the footwear trade. Initially he was interested in police work but was discouraged by what he saw as the long hours. Work experience in a clerical job, which was his second area of interest, proved negative and when an apprenticeship in footwear became available he readily took it.

Danny was unhappy at school. This was an influence in his quick choice of job. He enjoys his work and is quite happy with his general transition from school. The major advantages of work are money, meeting people, obtaining training, qualification and experience and a day off every fortnight. The only real disadvantage is having to get up early.

Although unhappy himself at school, Danny made positive comments about the school generally. He described his job as just like school because he was used to supervision. "It is like moving from a small trade shop to a large trade shop".

Danny's supervisor described him as a quick learner with a very positive attitude, who was capable of handling the job. The personnel officer regarded Danny as well suited to the company's future manpower policy. "School didn't prepare him at all for the job, in that it didn't provide particular skill training, but it gave him a sound background and school cannot do any more than that".

One of Danny's teachers made the comment that "school experience has little to do with work". He felt that Danny's level of general maturity was good, that he was able to take responsibility and that he would survive well in the workplace. However, he didn't attribute this to the school programme. "There is no real relationship between school performace and job ability. It depends on personality and the specific job situation". Another teacher felt that Danny may not have been ready for the time commitment of work. She felt that the step from school to work was a big transition for any person of Danny's age and experience.

GRANT WILSON

Grant is working as an apprentice fitter and turner with a machinery manufacturing company. "He has the potential to go a long way with this company" said the production manager. At his technical school Grant was in a machining class and found he enjoyed working with metal and had a sound skill in those tasks.

Although he did work experience in a fitting and machining shop he said "I spent a lot of time doing odd jobs and cleaning up their floor". Grant said that a work experience student had been at his present company and had been given a much better opportunity there to learn about the job.

At school he had found his teachers very helpful and willing to spend time with him as an individual as well as in formal classes. The school described him as a sound student slightly above average in most subjects but not so in mathematics. He completed year 10 and was very highly motivated to finding employment which he did through the local Commonwealth Employment Service Office.

GLOSSARY OF TERMS

AIM : Australian Institute of Management.

An association of business people which aims at improving the quality of management in industry.

CAREER EDUCATION :

The exposure of the individual to planned learning experiences designed to develop realisitc self awareness and mastering of skills for life and work.

CEAV : Career Education Association of Victoria

A voluntary association of people in education and industry interested in furthering career education in Victoria.

Regional and local groups are affiliated with the Victorian Association.

Publishes (4 times a year) "CEAV Newsletter"

CURRICULUM :

The total experience in and out of the classroom organised for students during the period of their participation in the school. It includes courses of study, teaching methods and the organisational aspects of their schooling.

CURRICULUM DEVELOPMENT :

The process of reviewing and changing all or some aspects of the course content, teaching method, administrative procedure and general organisational structure of a school in order to provide improved educational experiences for students. This process should be ongoing and systematic utilizing a decision making procedure involving all members of a school community.

EDUCATION DEPARTMENT RESTRUCTURE :

The process began in 1981 by a Government Green Paper which included a report on the Education Department by the firm PB Consultants and resulted in a White Paper and Act of Parliament which is now at the implementation stage.

EMPLOYER :

A term rather loosely used to describe a person who either owns or manages an enterprise and who has substantial control over the organisations' staffing practice.

HIGH SCHOOL :

Secondary school in the State system offering a year 7-12 programme with no substantial technical component in their curriculum. Year 12 courses usually offered are VISE year 12 subjects.

INTERCHANGE :

This term is used to describe the temporary transfer of employees from Government to private enterprise and from private enterprise to Government departments.

It is an essential feature of the scheme that interchange officers return to their department or enterprise at the conclusion of the interchange.

ITC : Industrial Training Commission

The semi-Government authority charged with regulating trade training in Victoria and with overseeing the requirements of the State for skilled tradesmen and technicians.

NON GOVERNMENT SCHOOL :

Private primary and secondary schools both Catholic and non-Catholic which are outside the direct control of the Education Department.

PROJECT OFFICERS :

The VCM/TEAC project employed two people seconded from the Victorian Education Department in 1981 as Project Officers.

One of their duties has been to conduct this survey and prepare this report.

PULSE SURVEY :

A quarterly survey of Manufacturing trends in Victoria published by the Economic Affairs Division of the Victorian Chamber of Manufactures.

REGIONAL COUNCIL :

Under the restructure of the Education Department each Regional Director will be responsible for appointing a Regional Council to advise on regional policy and its implementation.

REGIONAL DIRECTOR :

The administration of the Education Department is presently decentralized into 11 regions under the control of a Regional Director.

Under the restructuring there are to be 13 regions.

SCHOOL COMMUNITY :

That group of students, parents, teachers, school administrators and local community members who have a common interest in the functioning of a particular school.

SCHOOL COUNCIL :

In Government schools a body elected from parents, teachers, students and the general community which has certain responsibilities under regulation of the Governor in Council.

SUBJECT ASSOCIATIONS :

Voluntary association of people from primary, secondary, technical and tertiary institutions concerned with the development of a particular subject area e.g. Commercial Teachers Association.

TAFE : Technical and Further Education

TAFE is a major form of post secondary education providing vocational preparation for a broad range of occupations, preparation for further study and a wide range of educational activities for personal cultural and recreational development.

TEAC : The Transition Education Advisory Committee

The Transition Education Advisory Committee in Victoria is responsible for the dispersal of Commonwealth funds set aside for Transition Education in Victorian Government Secondary Schools.

TECHNICAL SCHOOL :

Secondary Technical schools within the Education Department offering a year 7-11 programme. Formerly under the control of the Secondary Technical Division. Curriculum at all levels in the school has a technical component.

TERTIARY INSTITUTION :

Any institution which offers courses post year 12 and which operates under the Victorian Post Secondary Education Commission.

TRADE COMMITTEES : The Industrial Training Commission

These are appointed by the Commission for any group of apprenticeship trades or any one apprenticeship trade if it is impractical to include it in a group. Members of the Committee are appointed by the Commission in equal numbers representing employers and employees from organsiations nominated by the Commission.

TRANSITION :

The process of change from one state to another e.g. from the state of full time secondary schooling to full time employment.

It is not always possible to identify the beginning or end point of a process of transition.

TRANSITION EDUCATION :

The general preparation of young people for movement from adolescence and school to adult life in society. This preparation involves the development of skills, resources, attributes and attitudes in a wide range of social areas. It is wider than preparation for transition from school to work. Primary responsibility for transition education rests with the school but responsibility for transition is shared with parents, employers and general community. At the school level transition education is synonymous with the development of the individual through a general education which is the school's major function.

V.C.M. : The Victorian Chamber of Manufactures

The Victorian Chamber of Manufactures is an employer organisation committed to the survival and growth of the free enterprise system in Australia. It offers a wide range of services to member companies and has a commitment to the development of Victoria in both metropolitan and country areas.

VISE : Victorian Institute of Secondary Education

Victorian Institute of Secondary Education as established by Act of Parliament 1976. Its role is defined in Section 4(1) of that Act as :

> "The objects of the Institute shall be :
>
> (a) generally to provide assistance for persons who are in a process of transition from secondary school to further study or employment or from employment to further secondary studies on a basis of adequate information, consultation, guidance and preparation".

WORK EDUCATION :

The educational process by which a person learns about work.

WORK EXPERIENCE (School based) :

In Victoria, schools are able, under the conditions of the Education Act 1974 (Work Experience - As Amended) to organise for a full time student to work for short periods of time under an 'arrangement'. This is not to be confused with work experience gained in normal full time or part time employment paid at normal market rates.

YOUNG PERSON :

The term used in this study to refer to the sample of 58 persons in employment in manufacturing industry in 1981, who had been in full time secondary education at some time in the previous twelve months.

BIBLIOGRAPHY

Anderson, D.S. and C. Blakers
Transition from School : An Annotated Bibliography of Recent Australian Studies.
Australian National University Press, Canberra, 1980.

Advisory Services and Guidance
Principles and Directions, A Position Paper.
Advisory Services and Guidance Branch, Victorian Institute of Secondary Education, Melbourne, 1981.

The Australian Textile and Apparel Industries
A Report by the Textile and Apparel Industry Advisory Council.
Australia, Government Publishing Service, Canberra, 1980.

The Basic Curriculum Task Force of the Secondary Division, Education Department of Victoria
A Report on the Opinion of Secondary Teachers and other Interested Members of the Community as to the Nature of Essential Learning Required by All Students on Leaving School.
Victorian Education Department, 1978.

Biddington, Judith, Adolf Gentile & Gaye Hart
Survey of Career Education in Victorian Secondary Schools.
Royal Melbourne Institute of Technology, 1979.

Bird, Emma
Information Technology in the Office : the impact on women's jobs.
A research project funded by the Equal Opportunities Commission of the United Kingdom.
Manchester, U.K., September, 1980.

Blakers, Catherine
Issues in Career Education.
Australian Frontier Inc., Fitzroy, Aust., 1978.

Burns, D. & T.A. Mullins
Proceedings of the Burwood Transition Education Seminar, 1st December, 1980.
Burwood State College, Burwood, 1980.

Cole, Peter
Youth Participation Projects, Occasional Paper No. 3.
Victorian Institute of Secondary Education, Advisory Services and Guidance Branch, April, 1981.

Cole, Peter
Youth Participation Projects : A rationale for and guide to youth participation projects.
Occasional Paper No. 3.
Victorian Institute of Secondary Education, Melbourne 1981.

Commission of Inquiry Into Poverty
Survey of Young Workers : Research Report by Australian Council of Trade Unions.
Commonwealth of Australia, 1975.

Commonwealth/State Working Party on the Transition from School to Work or Further Study, Report of.
Second Report. Career Education and Transition Services, December, 1978.
Australian Government Publishing Service, 1979.

Crombie, Alistair
Post-industrialism and the world of work.
Occasional Papers in Continuing Education, No. 10.
Centre for Continuing Education, Australian National University, Canberra, 1976.

The DOLAC Working Party on the Supply of Skilled Labour
Trade Based Pre-Employment Courses : A Discussion Paper.
Commonwealth Government Printer, 1981.

Dyer, Robert F., et al
Questionnaire Construction Manual.
Army Research Institute for the Behavioural and Social Sciences, Fort Hood, Texas, USA, 1976.
ED 147358

Dyer, Robert F., et al *Questionnaire Construction Manual Annex : Literature Survey and Bibliography.*
Army Research Institute for the Behavioural and Social Sciences, Fort Hood, Texas, USA, 1967.
ED 147359

Economic Affairs Research Services
Pulse Survey of Victorian Manufacturing.
Victorian Chamber of Manufactures, June, 1981.

Economic Affairs Research Services, Victorian Chamber of Manufactures
Study for the National Metal and Engineering Industry Training Committee.
March, 1981.

Engelmann, J., R. Findlow, R. Hartman, B. Mackenzie & L. Peters
Vocational Survey and Implications for Reciprocity : A Study of the Carpentry and Joinery Industry, (Abstract Report).
Presented to National Building Studies Conference, 1979.

Fitzgerald, Ron *From School to Where ? 200 Unemployed Early School Leavers : A study by the Office of Youth Affairs with a Perspective by Dr. Ron Fitzgerald.*
Department of Employment and Youth Affairs, May, 1979.

Hart, G. (Ed.) *School-to-Work Transition : Conference Proceedings.*
Centre for Continuing Education, Monash University, Clayton, Victoria, 1978.

Herr, E. (Ed.) *Vocational Guidance and Human Development.*
Houghton Mifflin, USA, 1974.

Industries Assistance Commission Report
Textiles, Clothing and Footwear.
Australian Government Publishing Service, Canberra, 1980.

Karmel, Peter
Youth, Education and Employment.
The Radford Memorial Lecture.
Australian Council for Educational Research, 1979.

Kent, M.J.
Migrants and the Workforce.
Unpublished paper submitted to Royal Melbourne Institute of Technology, Faculty of Humanities and Social Sciences, August, 1979.

Kroll, A.M.
Career Development : Growth and Crisis.
John Wiley & Son, USA, 1970.

Larson, Carl, Jan McMahill, Marvin Lewis
Experience Based Career Education for Mildly Mentally Disabled.
Iowa Community College, USA, 1978.

Madden, K.E.
Selection of Post Grade 10 Options : Some insights into the Decision Making Process in Two High Schools
Research Study No. 53, Education Department of Tasmania Research Branch, 1980.

Manufacturing Industry in Victoria Green Paper No. 7
Economic Affairs Research Services, Victorian Chamber of Manufactures, May, 1981.

Ohio State University
Transferable Skills : The Employers Viewpoint.
Centre for Vocational Education, 1977.

PAYES : Programme for Assessing Youth Employment Skills.
Australian Experimental Edition.
Australian Council for Educational Research, Hawthorn, Victoria, 1981.

Pfeiffer, J. William, Richard Heslin
Instrumentation in Human Relations Training.
University Associates, Iowa, USA, 1973.

Planning Services Education Department Victoria
Curriculum Planning Paper : Transitional Stages in Education Today.
Education Department of Victoria, 1980.

Primary School Curriculum: A Manual for Victorian Schools.
Publications Branch, Education Department of Victoria, 1979.

Putt, Margaret
Survey of Students who Completed Pre-Apprenticeship Courses in 1979 in NSW Technical Colleges.
New South Wales Department of Technical and Further Education, February, 1981.

Report and Evaluation : Experience Based Curriculum Project.
Mitcham High School, 1980.

Report : Chemical Industry and Science Education Workshop.
Sponsored by Australian Chemical Industry Council, Melbourne, 1980.

Selection and Certification in Education and Employment.
Organisation for Economic Co-operation and Development, Paris, 1977.

Stenhouse, Lawrence
An Introduction to Curriculum Research and Development.
Heinemann, London, 1978.

Stewart, Bruce (Ed.)
Work, Justice and Community.
Nunawading Neighbourhood Centre, 1980.

Stoessiger, Rex
Leaving School in Rural Tasmania.
Research Study No. 54, Education Department of Tasmania, Hobart, 1980.

Stoessiger, Rex — *School Leavers in Country Areas : A Study of School Leavers in Selected Rural Areas of Western Australia, Queensland and Tasmania.*
Research Study No. 55, Education Department of Tasmania, Hobart, 1980.

Sturman, Andrew — *From School to Work.*
Australian Council for Educational Research, Hawthorn, Victoria, 1979.

Submission to the Commonwealth/State Working Party on the Transition from School to Work or Further Study.
Metal Trades Industry Association of Australia, August, 1978.

Super, D. & M.J. John — *Occupational Psychology.*
Wadsworth, 1970.

Survey of Education, 1979.
Institute of Public Affairs, NSW, 1979.

Survey Questionnaire : Bricklaying.
Support Services Unit, TAFE Planning Services, Education Department of Victoria.

Survey Questionnaire : Carpentry and Joinery. Occupational Analysis.
Support Services Unit, TAFE Planning Services, Education Department of Victoria.

Survey Questionnaire : Child Care.
Support Services Unit, TAFE Planning Services, Education Department of Victoria.

Sweet, R. — *The Teenage Labour Market : Trends and Prospects.*
Lecture delivered at a Public Seminar sponsored by the Victorian Institute of Secondary Education, October 12th, 1981.

Tolbart, E.L. Counselling for Career Development.
Houghton Mifflin, USA, 1974.

University of Western Australia and Education Department of Western Australia The Attitudes of Employers Towards School Leavers in Western Australia.
Education Department of Western Australia, December, 1978.

Vicary, Adrian Career Education and the World of Work.
South Australian Council for Educational Planning and Research (SACEPR), 1979.

Victorian Employment Committee Discussion Paper Series
Unemployment, Training and the Semi-Skilled Worker.
June, 1980.

Victorian Federation of State School Parents' Clubs
Report to Participants and Resources for Follow-Up Activities From School to Where ? Workshops.
April - October, 1979.

Williams, Trevor, Margaret Batten, Sue Girling-Butcher, Jeff Clancy
School and Work in Prospect : 14 Year Olds in Australia.
Australian Council for Educational Research, Hawthorn, Victoria, 1981.

Williams, Trevor, Jeff Clancy, Margaret Batten and Sue Girling-Butcher
School, Work and Career : 17 Year Olds in Australia.
Australian Council for Educational Research, Hawthorn, Victoria, 1980.

Wilson, Alison Report of the End of School Transition Project.
Victorian Institute of Secondary Education, Melbourne, 1979.

Windschuttle, Keith Unemployment : A Social and Political Analysis of the Economic Crisis in Australia.

Wright, Alan (Ed.) *Working Papers in Career Education : Towards a Consensus in Career Education.*
Career Education Association of Victoria,
Victorian Chamber of Manufactures, 1979.

Wright, Alan & F. Headlam
Youth Needs and Public Policies.
Australian Council for Educational Research,
Hawthorn, Victoria, 1976.

PROJECT OFFICERS

Margaret Bride has degrees in Arts and Education from Melbourne University and has taught in a number of Victorian State high schools over the last twenty years. Since 1975 she has been Careers Teacher at Eltham High School. As a foundation member of the Career Education Association of Victoria and secretary of that association in 1981, she has been active in transition education. In 1980 she completed the Graduate Diploma in Career Education at State College Rusden.

Barry Knights has had 12 years experience in education as a teacher and social worker. His involvement has been predominantly with secondary technical schools, most recently at Collingwood Technical College.

Barry's particular interest is in student welfare and the development of curriculum to meet the needs of young people. He sees it as important that the total school community, including students, teachers, parents, employers and community groups, be involved in discussion and decision making about curriculum. His commitment to this principle is the reason for his involvement in the current project.